

• 1950

College of Health Sciences

• 1960

# Forty Years of Accomplishments and Service to the Nation

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• 2012

Redefining the  
Future of  
Health Sciences  
Education

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# Foreward



Dr. Wayne Watson, PhD  
President, Chicago State University

Chicago State University's role in cultivating the next generation of health care providers has never been more critical than today. Consider that more than half of Americans live with one or more chronic diseases or that 75 percent of health care money is spent on treating chronic conditions. The truth is, these chronic conditions, such as obesity, diabetes and heart disease, can be prevented. Through increased health care access, public health interventions and a trained cadre of health professionals who understand the nuances of communities that comprise our global environment, the College of Health Sciences and this university—quietly situated on Chicago's south side—is posed to impact the health of nations.

Addressing the needs of the whole is CSU's value system. Our university vision statement pledges to “embrace, engage,

educate, and empower our students and community to transform lives locally and globally.” By cultivating next-generation health care providers, we live those values by sending community health educators, nurses, health information administrators, occupational therapists and others into the health care marketplace to play a vital role in coaxing the sick to health and maintaining optimal health where it already exists.

Chicago State has a long tradition of speaking to the needs of local communities over Chicago's evolution into a world-class city. Since CSU instituted the health science discipline in 1971, the university has graduated more than 2,000 health care professionals, from nurses and community health workers, to occupational therapists and health information managers.

Our programs work:

- In the past eight years, the average pass rate of our nursing graduates on the National Council Licensure Examination for Registered Nurses was 90 percent, surpassing state (89 percent) and national (88 percent) averages.
- In 2010, our occupational therapy graduates had a pass rate of 82 percent on the national board examination, which tied the national norm of 82 percent.

- In 2007-08, the College of Health Sciences was ranked No. 1 in Illinois for awarding bachelor degrees to African-Americans in nursing, health information administration, and occupational therapy, according to the Illinois Board of Higher Education.
- In 2009, CSU nationally ranked 35th of more than 6,000 health programs for educating African-American health care professionals, according to Diversity in Higher Education.

Chicago State remains committed to addressing health in a holistic manner. Our new Master's in public health degree program and the Master of Science in nursing degree program speaks to this commitment. We're also finding synergies throughout our programs, such as aquaponics, which trains future professionals to become urban farmers, using 80 percent less landmass to produce healthy food, address sustainability and create jobs.

My administration salutes the College of Health Sciences on reaching this 40-year milestone. As the students, faculty and staff are critical players in the future health of America and beyond, we look forward to realizing the impact of your efforts.

# Message from the Dean



Dr. Joseph A. Balogun, PT, PhD, FACSMT  
Distinguished University Professor and Dean  
College of Health Sciences

This publication marks a major milestone in the history of our relatively young academic establishment. Given that the average appointment duration for deans and university provosts/presidents nationwide is 4 years, I am blessed to have a tripled vantage point from which to write the introduction to this publication. After 12 years in the “hot seat” as dean, I look back in the rear view mirror with great satisfaction at our accomplishments. During my tenure, I have had the unique privilege and opportunity to serve under three presidents (Dr. Elnora D. Daniel, Dr. Frank Pogue and Dr. Wayne Watson) and four provosts (Dr. Avan Billimoria, Dr. Genevieve Lopardo, Dr. Beverly Anderson and Dr. Sandra Westbrooks).

The chronological evolution of the College of Health Sciences at Chicago State University (CSU) has not been previously documented. The overview presented in this compendium was gleaned from various

sources: Dr. Linda Hureston, professor of nursing, Dr. Patricia Prendergast, chair of the Department of Nursing, Karen Hardney, assistant professor in the Department of Health Studies, Leona Thomas, former chair of the Department of Health Information Administration, Dr. Berlean Burris, dean emeritus and Everett J. Carter, acting director of archives and special collections. I am appreciative of the cooperation of our primary sources for providing an awesome and exciting story.

Nursing was the first health science discipline to be launched at CSU about 40 years ago. The “birth” of the College of Health Sciences as we know it today occurred in 1992, as a result of the merger between the College of Nursing and the College of Allied Health. I am particularly proud of the many years of service that our faculty, students and graduates have provided to the nation and the world.

Since its inception, the College of Health Sciences has played a unique role in public higher education in Illinois. We have successfully recruited and graduated over two thousand baccalaureate degree prepared ethnic minority nurses, physical and occupational therapists, dietitians, radiological technologists, health information administrators and community health educators. While many of our students enter the university disadvantaged, they graduate as responsible, discerning, and informed global citizens with a commitment to lifelong

learning and service. Our commitment to the economically disadvantaged and ethnic minority students sets us apart from other public universities in Illinois. Several of our outstanding and promising stars are featured in this publication and on our webpage at <http://www.csu.edu/collegeofhealthsciences/>

Our success as documented in this publication is attributed to the cooperation of the administration, my colleagues, faculty and students. I remain eternally grateful for the support of the individuals that make this publication possible. The future of our College is indeed promising and we can make it even brighter through our concerted efforts in laying the foundation for a shining future. We are embarking on a fund raising initiative designed to provide scholarship awards to our deserving students, support for faculty development and technological upgrade. I passionately encourage you to contribute to our fund raising initiative. An envelope is enclosed in this publication to allow you to make your contribution. We also welcome an opportunity to discuss other gift options with you.

This compendium contains several compelling vignettes of our history and accomplishments. I invite you to enjoy the publication and I hope you are as excited as I am about the rich history and future of our great College.

# Legacy of Leadership

## DEANS

1970

### College of Nursing

Dr. Joyce Elmore  
1972–1975

Dr. Virginia Ford  
1975–1978



Louise M. Carlton  
1978–1980

1980  
Dr. Linda Simunek  
1980–1983



Ann Mitchen Davis  
1983–1984



Dr. Berlean Burris  
1984–1991

### College of Allied Health

Dr. Andrew J. Ward  
1974–1983



Dr. Joseph Stevens  
1984–1992



## PRESIDENTS

Dr. Ben Alexander  
1974–1982



Dr. George Ayers  
1983–89

## DEANS

1990

### College of Allied Health

Ms. Artice Harmon, Acting Dean  
1992



### College of Nursing and Allied Health Professions

Dr. Marguerita Dixon  
1992–1993

### College of Health Sciences

Dr. Lucille Davis  
1993–1999

2000

Dr. Berlean Burris  
April–August 2009



Dr. Joseph A. Balogun  
1999–Present



2010

## PRESIDENTS

Dr. Delores Cross  
1990–1997



Dr. Elnora D. Daniel  
1998–2007



Dr. Frank Pogue  
2008–2009



Dr. Wayne Watson  
October 1, 2009–Present



# Mission

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## UNIVERSITY MISSION

Chicago State University (CSU), a public, comprehensive, metropolitan institution of higher learning located on the South Side of Chicago, strives for excellence in teaching, research, creative expression and community service. The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and serves a nontraditional student population.



By Dr. Joseph A. Balogun

### CSU's Mission: 1989-2011

The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth may have been inhibited by lack of economic, social, or educational opportunity; and 2) produce graduates who are responsible, discerning and informed global citizens with a commitment to lifelong-learning and service. The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and serves a nontraditional student population. To accomplish its mission, the university is committed to:

- Recruiting, retaining and graduating a culturally and economically diverse student body including undergraduates, master's and doctoral-level students; Employing a dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- Offering curricula that address major dimensions of the arts and humanities and encourage the development of communication skills and critical thinking as well as cultural and social awareness;
- Providing students in liberal arts

and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;

- Fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff and;
- Working in partnership with local organizations and agencies active in the region and assisting in the development of socially, economically viable and sustainable communities.

### CSU's Mission: 2011 forward

At its June 27th, 2011 meeting, the CSU Board of Trustees approved the newly developed Core Values, Vision and Mission Statements.

#### Core values

Chicago State University values:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community and the university
- Lifelong learning

#### Vision Statement:

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

#### Mission Statement:

Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

## COLLEGE OF HEALTH SCIENCES MISSION

The College of Health Sciences is responsible for developing and administering programs related to the education of health care professionals. The academic unit of the College consists of the departments of Health Information Administration, Health Studies, Nursing and Occupational Therapy. The Wellness/Health Center and the HIV/AIDS Research and Policy Institute are the service units within the College.

### College of Health Sciences

#### Mission: 1989-2011

The primary mission of the College is to promote educational excellence and achievement of learners by preparing them to be caring, culturally sensitive, professionally responsible, competent practitioners in a global society. Consistent with the stated mission, the College of Health Sciences' educational goals are to:

- Produce competent health professionals who possess a sense of social, personal, and professional responsibility and can assume leadership and management roles in a variety of health care systems;
- Promote interdisciplinary education and practice among students and faculty;
- Provide professional education which builds on prior educational and life experiences;
- Provide a foundation for continued professional development and graduate study;
- Provide health and wellness services to the university and the local communities;
- Provide continuing education workshops for health professionals;
- Develop and implement health professional programs to meet current and future health needs of the community.

#### Credo Statement:

The College of Health Sciences faculty and staff believe...

- The student is the most important person on the campus for without

- them there would be no institution.
- In the worth, dignity and uniqueness of all people.
- That we live in an increasingly global society.
- That strength comes from giving voice to diversity and that every student has a right to be successful.
- That quality service is the foundation for everything we do.
- In promotion excellence in teaching, learning, scholarship and service.
- In an open world where dialogue is a way of sharing ideas, experiences and information.
- That people have different ways of learning and knowing.
- That learning is a dynamic and ever changing lifelong process.

**College of Health Sciences**  
**Mission: 2011 forward**

At the College Assembly meeting on October 6, 2011, the faculty and staff in the College of Health Sciences approved the newly developed Core Values, Vision and Mission Statements.

**Core Values:**

- College of Health Sciences faculty and staff values:
- Student Learning and Development
  - Life-long learning
  - Diversity
  - Accountability and Responsibility
  - Community Service
  - Critical Thinking
  - Interdisciplinary Education
  - Empowerment and Social Justice
  - Transformative Leadership
  - Professional Integrity

**Mission Statement**

The College of Health Sciences at CSU educates a caring and competent, non-traditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary educational experiences, we empower our graduates to be critical thinkers, life-long learners, advocates for reducing health disparities, and providers of quality health care services.

**Vision Statement:**

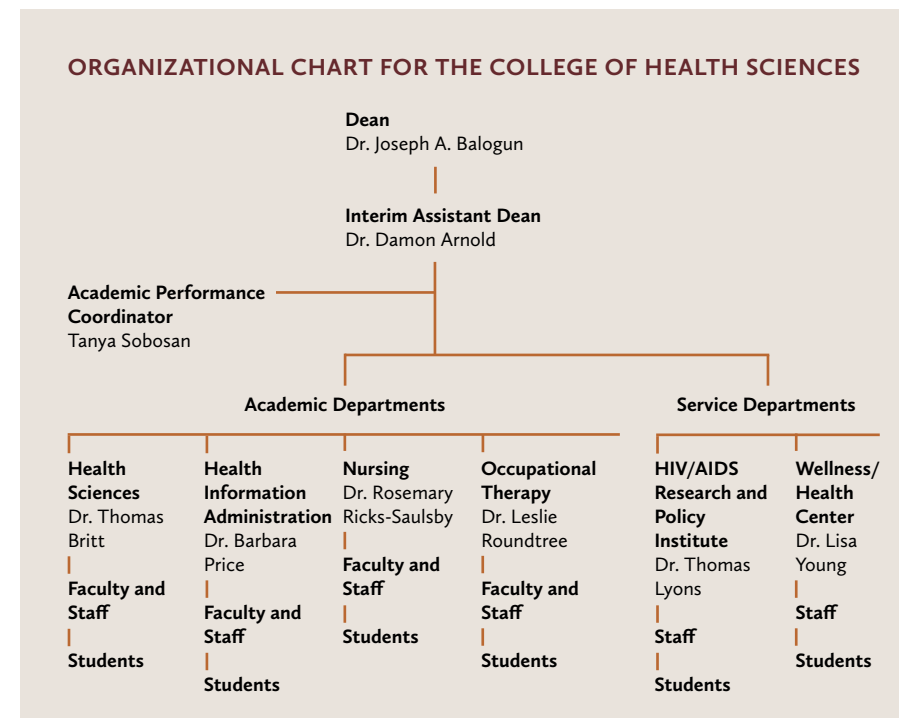
The College of Health Sciences at CSU strives to be recognized as a national leader in interdisciplinary healthcare education and excellence in teaching, research and service. We strive to inspire and prepare our students to seek and create innovative healthcare opportunities locally, nationally and globally.

**Governance**

The dean provides oversight for the overall operations of the College of Health Sciences. The academic department chairpersons and service unit directors report to the dean and provide leadership for the daily operations of their departments/units. The College has a community advisory board consisting of eminent leaders and health care professionals who provide useful input on the curricula.

The “Dean’s Executive Council” is the primary forum where major decisions on the College’s operations are discussed. The Council meets regularly every two weeks through-

out the year. The dean utilizes this forum to share with the department chairpersons and unit directors the relevant information and directives from the President’s Executive Council and the Provost Council. The chairs and directors are also required at the Executive Council meeting to present reports of developments and



activities in their departments/units. Each department and unit also meets on a regular basis to discuss curriculum, program assessment, advising, and budget issues.

The dean convenes the College Assembly on a regular basis to inform faculty and staff about ongoing events at the university level and to obtain input from them. Each department has a Grievance Commit-

tee which is charged with resolving any conflict that students may have. If the conflict is not resolved at the department level, the student has an opportunity to appeal to the College Grievance Committee. The process ensures that the fundamental human rights of all students and faculty are protected.

The committee structure within the College provides the major avenues for faculty and staff to contribute meaningfully to governance. There are several committees and task forces on which faculty and staff serve and provide input towards the governance of the College: Curriculum, Social, Professional Development, Interdisciplinary Education, and Service-Learning.

# History



By Dr. Joseph A. Balogun

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**UNIVERSITY HISTORY**

CSU is the oldest public university in Chicago and the second oldest public university in the State of Illinois. The institution opened its doors as a teacher training school in a leaky railroad freight car in Blue Island, Illinois, on September 2, 1867. Today, in contrast, the University is a fully accredited public, urban institution located on 161 picturesque acres in a residential community on the Southside of Chicago. During the first year of its founding, CSU enrolled 62 students. The current student enrollment is nearly 7,000.

The path from then until now has been marked by many changes. During more than 140 years, CSU has changed its name, focus, governance and location. But with each transition, the university has kept sight of its educational mis-



The railroad freight car is now on campus near the Business and Health Sciences building.

sion and enhanced its services to Chicago and its surrounding communities.

Under the name of Cook County Normal School, the school found its first permanent home in 1870. Daniel S. Wentworth was the institution's first principal. The original building contained 27 rooms and a model grammar school. A few years later, Cook County Normal School added a dormitory that earned it a jump in enrollment and national reputation. The school was acquired by the Chicago Board of Education in 1897, and renamed Chicago

Normal School. In 1913, it became Chicago Normal College, and still later Chicago Teachers College. A major change, reflected in a broadening of the college's curriculum, came in 1965 when control of the school passed into the hands of the



The Cordell Reed Student Union Building is a popular site on campus.

State of Illinois. The revamped institution was renamed Illinois Teachers College: Chicago South. Soon after, the legislature acted to remove the title of "teachers college" from all state colleges and universities. In 1967, the school became Chicago State College. Throughout the 1960s, Chicago State College expanded its academic programs and began to move toward fulfilling its new, more comprehensive role as a liberal arts institution. The school was renamed Chicago State University (CSU) in 1971.

In November 1972, the university made the monumental move from

its 6800 South Stewart Street campus, where it had been located for 102 years, to its present location at 9501 South King Drive, 12 miles from the Loop. At the time there were 8 buildings on campus: Business and Health Sciences, Williams Science, Robinson University Center, Education, Harold Washington, Douglas, Jacoby Dickens and Cook Administration. In 1995, a new student union and a 360-bed residence hall were opened, giving CSU students an opportunity to experience the convenience of living on campus in an enriched academic, social and cultural environment. In the last decade, two additional buildings (library and Emil and Patricia Jones convocation center) have been added.

Today, CSU is governed by a Board of Trustees appointed by the Governor of Illinois. The university's five colleges—Health Sciences, Arts and Sciences, Business, Education, and Pharmacy—offer 36 undergraduate, 25 master's and 2 doctoral degree-granting programs. In addition, the Division of Continuing Education and Non-Traditional Programs reaches out to the community with extension courses, distance learning and not-for-credit programs. From its humble origins, CSU has evolved into an outstanding, nationally acclaimed university that provides a value-added education for all who enter its hallowed halls. Consistently evolving to reflect state-of-the-art trends in higher education, CSU prepares students for success in the twenty-first century.

CSU currently has several state and nationally ranked programs. CSU ranks first in Illinois in awarding bachelor's degrees to African Americans in the physical sciences, health professions, and related sciences. It ranks fourth in Illinois in awarding baccalaureate degrees to Latino

students in education (IBHE Databank, 2007/08). Nation-wide, CSU is ranked 18th in granting baccalaureate degrees to minority students in all fields. For baccalaureate degrees, CSU ranked 3rd in Education; 18th in psychology; 27th in physics; 35th in health professions and for Master's degrees, CSU ranked 5th in mathematics; 3rd in English; 18th in psychology; and 18th in education (Diversity in Higher Education, November, 2009).

CSU is the largest and only predominantly minority-serving institution in the contiguous Illinois-Indiana-Iowa-Wisconsin region and graduates more African American undergraduate and graduate students than any other public institution of higher learning in Illinois (IBHE Databank, 2007/08). Approximately one-quarter of all African American undergraduate students who attend Illinois public colleges and universities are enrolled at CSU. While CSU enrolls only 5% of the total number of students enrolled in public universities, it graduates a high percentage of African American students in each discipline.

CSU's student body reflects the demographic characteristics of the Southside of Chicago and outlying Southern suburbs. Our student body is 80% African American, 8% Caucasian, 7% Hispanic/Latino, 1% Asian/Pacific Islander and 4% "Other." (CSU, Office of Research and Evaluation, 2009). The gender breakdown shows more females (72%) than males (28%) with 60% of students are 24 years and older. Forty-five percent of the students are part-time, 64% transfers, and 96% commuters (10% above the national average). Over 90% of our students receive financial aid from the federal government.



University library—One of the major landmarks on campus.

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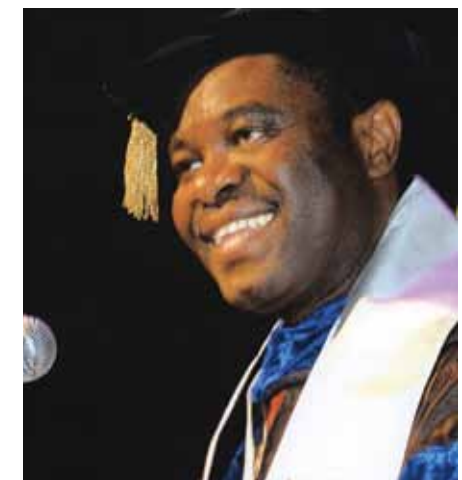
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Dr. Joseph Balogun accepting the distinguished university professor award.

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State Representative Connie Howard, President Daniel, and Trustee Betsy Hill prepare to cut the 140th anniversary cake.

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In 2000, the nursing, occupational therapy and health information administration curricula were extensively revised to include rigorous testing at the end of each year in the professional program. To keep abreast of the developments and innovations in the health care arena, we continuously refined and

pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In 2008, our nursing graduates scored a 97% pass rate, compared with 90% for Illinois and 87% nation-wide. In 2009, our nursing graduate pass rate was 95%, higher than state (91%) and national (88%) norms. In the last seven years, the average pass rate of our nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) was 90 percent, which surpassed the state (88 percent) and national (86 percent) norm averages.

#### Conceptual Framework

The conceptual framework for the College was developed over a three-year period (2000-2003) during the annual retreat and adopted during the College Assembly in April 2004. The conceptual framework was guided by the mission and vision statements of the university and college, educational objectives/philosophy, program objectives, faculty and staff values and beliefs, and the shortcomings identified in the education of health care professionals. Program evaluation and assessment of student learning are regularly implemented at the department level. Our College logo, designed in 2005, reflects our commitment to academic excellence, scholarship and service. A description of the development of our conceptual framework is presented on pages 19–21.

strengthened the professional curricula. Our professional (occupational therapy, nursing, and health information administration) programs have received continuing accreditation from their national professional associations.

Chicago State University has one of the flagship undergraduate nursing programs in the nation. Today, our nursing students record high

#### Enrollment

The goal of the strategic plan to increase students' enrollment was implemented using several approaches. The College web page was re-designed and new brochures and recruitment videos were produced to promote the academic programs. In addition, we subscribed to an internet-based recruitment database (Allalliedschools.com and Allnursingschools.com), thus broadening the exposure of our academic programs to national and international clientele. The College Newsletter (Health Pulse) was reorganized, frequency of production was increased and circulation was expanded to reach a larger audience. Today, we have produced ten editions and each new publication shows a higher quality than the preceding edition. As a result of the comprehensive initiatives implemented, our enrollment steadily increased by 34% between 1999 and 2010. The enrollment trend in the last ten years is presented in Vital Statistics (page 54) of this publication.

We have worked effectively to elevate the image and reputation of the College of Health Sciences from obscurity, in the '90s, to the national prominence it enjoys today. Our College was recently ranked number 35 for awarding bachelor's degrees in health sciences to African Americans (*Diversity in Higher Education*, November, 2009). In another national survey, in 2009, our graduate program in occupational therapy was ranked by the *World News and Report*.



Health Pulse Newsletter

#### New Academic Programs

The goal of the strategic plan to develop more health programs was vigorously pursued. On three different occasions between 2000 and 2005, the NEPr application for an entry level doctor of physical therapy program was submitted to IBHE. The proposal was approved on each occasion but the program could not be initiated because no funding was provided by IBHE.

In 2004, the occupational therapy baccalaureate degree curriculum was phased out and transitioned into a combined Bachelor of Health Science/Master of Occupational Therapy program which was the first graduate program in the College. In the same year, an innovative post-baccalaureate certificate program in health information administration was approved by the IBHE.

The Department of Health Studies was approved in 2006 by IBHE to offer baccalaureate degree programs in community health and pre-physical therapy. The BS degree in pre-physical therapy is an innovative curriculum that allows graduates to transition to the doctor of physical therapy (DPT) program. The pre-physical therapy degree is not a credential that leads to professional employment in physical therapy. The curriculum is designed specifically to prepare graduates for admission into a DPT professional program. The American Physical Therapy Association in its "Vision 2020" recommended the DPT as the entry-level qualification to practice the profession.

Admission into the physical therapy professional educational program requires a baccalaureate degree.

A Master of Public Health (MPH) degree program was approved for CSU on June 21, 2010 by the Illinois Board of Higher education. The MPH program is a practice centered curriculum designed to prepare students for the health problems of the 21st century by focusing on the core functions of public health – health status assessment, environmental health quality assurance, behavior change strategies, health disparities, as well as health policy development and research. The MPH program has a value-added component that focuses on minority health



College of Health Sciences recruitment brochures, information sheet and video.



The first graduates from the Master of Occupational Therapy degree program at commencement in 2007.

and health equity. The MPH curriculum is designed to emphasize the social and behavioral scientific strategies in understanding the causality, consequences, prevention and control of diseases and untimely deaths in minority populations.

The combined Bachelor of Health Science/Master of Occupational Therapy degree program, the MPH degree program, the post-baccalaureate certificate program in health information administration and the Bachelor of Science degree in pre-physical therapy are innovative curricula designs representing the first of their kind in Illinois. As a College, we also re-defined the paradigm of educating health professionals. After years of planning, in 2005, the College of Health Sciences embraced the interdisciplinary philosophy of education and revised its academic curricula to reflect this principle. Today, we are a national leader in the implementation of an interdisciplinary model of education in health sciences.

With the approval of the Illinois Board of Higher Education on June 7, 2011, CSU has added a graduate program to its flagship undergraduate

ate nursing program. The Master of Science in Nursing (MSN) degree program at CSU was designed to prepare nurses for the challenges facing the profession in the 21st century by focusing on community health nursing, nursing administration and nursing education. The under-representation of racial/ethnic minority nurses in leadership, clinical specialists and faculty ranks provides strong justification for the development of the MPH and MSN programs at CSU. Students were enrolled in the MPH and MSN programs by fall 2011.

Given our urban health mission and excellent track record in graduating African American students, CSU is uniquely positioned to educate future African American occupational therapy, nursing and public health leaders.

#### Community Engagement

The strategic goal to expand our presence in the local community and on the world stage through educational and research activities was attained in 2004 by the establishment of the HIV/AIDS Research and Policy Institute. In addition, we developed several linkages with local communities to meet the emerging needs of the university through the outreach activities implemented by the Wellness/Health Center and the HIV/AIDS Research and Policy Institute. The community outreach activities for the HIV/AIDS Research and Policy Institute are presented in this publication on pages 39 and 43 respectively.

We have contributed to the economic development of our community through the use of local health care facilities for clinical experiences and the employment of our graduates in local hospitals and clinics.

Through grant funding from the IBHE we developed articulation agreements with local community colleges to enhance the number of ethnic minority students selecting health professions as a career.

CSU on a training grant from USAID that facilitates faculty and student exchanges with three universities in South Africa.

In 2007, our Department of Occupational Therapy successfully hosted an international conference on the CSU campus on behalf of the Allen Cognitive Network.

In 2007, our HIV/AIDS Research and Policy Institute also partnered with universities from Turkey, South



Dr. Joseph Balogun and Lee Thomas at a reception held in honor of the visiting scholar Dr. Mogahi (center) from Oman in April 2000

#### Grants and Scholarships

The College of Health Sciences faculty and administrators compete successfully in obtaining research and training grants to supplement the dwindling funding from the state government. In the last decade, we have obtained over \$6 million in research and training grants and more than \$1.5 million in scholarships from governmental sources and foundations. Detailed information on grants, scholarships and publication profiles are presented on pages 47–53 of this publication.

In April 2010, our HIV/AIDS Research Institute was recognized as a center of excellence for HIV behavioral research by IBHE. The Institute's staff publishes their research in the most prestigious journals in medicine and public health. Their publications can be accessed at: [www.csu.edu/collegeofhealthsciences/hivaidsinstitute/](http://www.csu.edu/collegeofhealthsciences/hivaidsinstitute/)

#### Team Building and Cohesion

The merger of the College of Nursing and College of Allied Health in 1993 did not yield the “perfect” union desired. The three disciplines that composed the new College of Health Sciences at the time (nursing, occupational therapy and health information administration) practiced and educated their students in their “silos.” Aside from attending faculty meetings together, there were no major collaborations between the disciplines. To foster team collaboration, the interdisciplinary education model was adopted and several social events (holiday party, All Star student luncheon, family nights and open house events at the department level, annual retreat and faculty development) designed to promote networking and interaction between faculty and staff from the academic departments and service units in the College were initiated. In addition, faculty and staff who performed “beyond the call of duty” are recognized publically through the: “Employee of the Month”, “Teacher of the Year”, “Administrator of the Year”, and “Researcher of the Year” awards.



Dr. Adefuye, Dean Balogun, and two of his children, Dr. Sloan, and Dr. Prendergast at the 140th anniversary ceremony on campus.

#### International Partnerships

On the world stage, we hosted visiting scholars from the Ministry of Health, Sultanate of Oman and from Obafemi Awolowo University, Ile-Ife, Nigeria, in 2000 and 2005 respectively. In 2006, we collaborated with the Office of International Programs at

Africa and Nigeria on several cross cultural research projects on HIV knowledge, attitudes, behaviors and sources of information about HIV/AIDS. The findings from the different studies have been published in a monograph and in peer referenced journals.

# Conceptual Framework



By Dr. Joseph A. Balogun

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Our Conceptual Framework is reshaping the future of health sciences education.

Interdisciplinary education and service learning are central to our Mission.

Prior to 1999, the College of Health Sciences had no clear vision and value statements and no conceptual framework on which to anchor its operations and practices. The primary purpose of the College of Health Sciences is to educate competent, culturally sensitive and caring health care professionals who value life-long learning. The primary purpose of the College of Health Sciences is to educate competent, culturally sensitive and caring health care professionals who value life-long learning. The College's mission and educational objectives are presented on page 10 of this publication. Between 2000 and 2003, the faculty and staff developed vision and value statements as well as a conceptual framework during the College annual retreats. The draft of the documents was refined and adopted during the College Assembly in April 2004. During those three annual retreat meetings the faculty and staff meticulously reviewed the university and college mission/vision statements, educational objectives, departments' program objectives and came up with the vision and credo statements that reflect our values.

#### Vision Statement: 2011 – forward

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

#### Vision Statement: 2000 – 2010

The College of Health Sciences intends to be a preeminent citadel of learning in the nation that promotes interdisciplinary education, excellence in teaching, scholarship and service to the community.

#### Credo Statement: 2000 – 2010

The College of Health Sciences faculty and staff believe:

- The students are the most important persons on the campus, for without them there would be no institution.
- In the worth, dignity and uniqueness of all people.

- That we live in an increasingly global society.
- That strength comes from giving voice to diversity and that every student has a right to be successful.
- That quality service is the foundation for everything we do.
- In an open world where dialogue is a way of sharing ideas, experiences and information.
- That people have different ways of learning.
- That learning is a dynamic and ever changing life-long process.

philosophy/values, and identified shortcomings in the education of health care professionals. Several unacceptable issues in the health care arena and higher education influenced the development of our conceptual framework.

As educators, we are concerned about the fragmentation of the delivery of health care, lack of understanding of the varying terminologies and competencies among members of the health care team, limited access to basic health care and education and the known inequalities in health care between the general population and minority populations. In many universities across the country, health professional students are trained only in their specific discipline and are often isolated from their peers in the other disciplines. As a result, graduates from such institutions are unprepared to face the challenges of the work place as they are unfamiliar with the collaborative and interdependent nature of health care delivery. The discipline-specific (“silos”) method of educating health professionals contributes to the unacceptable number of medical errors made in hospitals and clinics nationwide.

It is also widely documented in the extant literature that health professional students have poor knowledge and negative stereotypes about other health care disciplines (Katz et al., 2001, Rose et al., 2009). On the other hand, health professional students educated in institutions with interdisciplinary models of education have a more positive perception about other health disciplines. In 1998, the PEW

Foundation commissioned experts who identified the competencies that will be needed by health care professionals in the 21st century. The fourth report of the Commission proposed 21 critical competencies that they believed should be included in the curriculum of all health professions. The Commission recommended that health professional schools must lead the effort to realign their curriculum to be consistent with the changing realities of the health care system.

The PEW health professions commission competencies have stood up well to the test of time. The competencies were designed to provide all health professionals, from physicians to nurses and allied health professionals, with a general guide to the values, skills, and knowledge they would need to be successful in the health care system of the future. The PEW recommendations have been adopted across the range of health professions and in many practice settings to create a framework for curricula change, work redesign, and assessment of professional competence.

Our goal in educating health professionals is to break down the artificial barriers that exist in the training environment, and to offer curricula that require collaboration between disciplines with emphasis on service that will address health disparities in minority communities. The conceptual framework that we developed describes the faculty and staff shared values and beliefs which provide coherence for the education of health professionals in the 21st century.

The College of Health Sciences

admits students into its academic programs without bias to race, age, gender, religion, ethnic origin, or disability. To achieve its educational objectives, our faculty recruit and graduate individuals from groups that are economically disadvantaged and underrepresented in the health professions. The faculty and students partner with communities in implementing cutting-edge research and educational programs that enhance health and wellness. We foster interdisciplinary collaboration by having students from the different disciplines engage in collaborative projects and guest-lecture engagement by instructors representing different health disciplines.

Consistent with the recommendations contained in the PEW Commission’s report, the faculty and staff developed two “core courses” (*HSC 1150: Introduction to Health Professions and HSC 3321: Service Learning*). The “core courses” were integrated into the curriculum of all the programs offered in the College.

The course, *HSC 1150: Introduction to Health Professions*, provides an overview of health care delivery systems, including roles, functions, the educational requirements for health professions, the structure of health care organizations and life skills. In this course, students develop effective personal, interpersonal, collaborative and leadership skills. They also apply critical, creative thinking, communication, and technical skills in their coursework and in guided field experiences in their chosen health profession. Students utilize technological

resources, including the Internet, to acquire information that relates to health care services and professions. During the course, students actively explore the roles and responsibilities of a variety of professions and share information through class presentations as well as role-playing group activities. To address how team members work together, students are provided clinical dilemmas and each student role-plays different health professionals and how they contribute to solving clinical problems.

In *HSC 3321: Service Learning*, students learn and develop their leadership skills through active participation in a structured service project that helps meet the needs of the community. The service learning course allows students to utilize their clinical skills and develop their critical thinking abilities and group problem-solving proficiency. Service learning differs from the traditional clinical affiliation experience because it extends learning beyond the four walls of the clinical environment. This fosters the character development of students by involving them in the communities, thus promoting their altruistic spirit. The course includes both didactic/educational and service components. The service component provides opportunity for students to lead and make meaningful contributions to the ethnic minority communities in Chicago.

Program evaluation and assessment of student learning are critical values and practices embraced by the College of Health Sciences. As a community of scholars, we strive for



A CSU student helping kids with homework at Whiz kids Development Center.

academic excellence, sterling scholarship and are committed to service. Our College logo, reflects these core values. The academic departments in the College of Health Sciences now have a systematic process that monitors students’ achievement, faculty performance and curriculum effectiveness. The program assessment plan involves both formative and summative measures. Formative measures include enrollment, retention, and review of academic performance, course evaluations each semester, as well as peer and chairperson’s evaluation of faculty. Summative evaluations include an exit interview with graduates, satisfaction survey, and an alumni survey to track the number employed or admitted to graduate programs. The program assessment involves collection and analyses of qualitative and quantitative data to create an ongoing system of data-driven curriculum change and program improvement.

### Outcome Measures on Our Service Learning Program

We currently have service learning educational agreements with several agencies in our communities: Sankofa Inc., St. James Social Care Program, Vital Bridges (North and South), Health Care Consortium of Illinois, Fernwood Methodist Church (South), Advocate Hospital, Chicago Department of Public Health, Illinois Department of Public Health, Whiz Kids Development Center, Plano Vision Development Center, Misericordia Heart of Mercy–North, Filipino Association–North, and Sarah’s Circle–North.

At several of these sites, our students engaged in different activities utilizing their life and clinical skills. For example, the students:

- Assisted the elderly in learning how to insulate buildings to decrease energy costs;
- Provided a computer tutoring class for the elderly and after-school tutoring for elementary and high school students;
- Developed genealogical reports for church members’ ancestry;
- Provided health education on breast cancer awareness and
- Provided cardiovascular disease risk factors, and HIV/AIDS health education.

Our service learning program is not only implemented in our local communities but also internationally. In 2008 and 2012 our graduate students in the

Department of Occupational Therapy traveled to the Republic of Ukraine for two weeks as part of a service mission sponsored by the Rehabilitation, Education, Service, Opportunities, Retraining, Care, and Empowerment (RESOURCE) Foundation, Inc. During this service learning-focused trip, our faculty and the students trained physicians and parents on correct positioning and play activities for children with disabilities. Under their supervision, they also provided occupational therapy services for residents in long term care settings.

Since 2006 when the service learning program was initiated, 520 students have each provided 30 hours of service. As a result of the program, 220,836 adults and children on the Southside of Chicago were served. As of May 2012, the economic cost of the various services provided by our students is estimated to be \$231,217.

### References

Katz JS, Titiloye VM, Balogun JA. Physical and occupational therapy undergraduates’ stereotypes of one another. *Perceptual and Motor Skills*, 92, 843-851, 2001.

Rose MA, Smith K, Veloski J, Lyons KJ, Umland E, Arenson, CA. Attitudes of students in medicine, nursing, occupational therapy and physical therapy toward interdisciplinary education. *Journal of Allied Health*, 38: 196-200, 2009.

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# Department of Nursing

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By Dr. Patricia Prendergast (left) and Ms. Monique Germain (right)

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## DEVELOPMENTAL MILESTONES

In response to recommendations made by the Illinois Implementation Commission on Nursing to increase the number of baccalaureate prepared nurses in Illinois, Chicago State University (CSU) conducted a feasibility study which led to the creation of the Division of Nursing at CSU in 1971. Dr. Lucille Davis and Katie McKnight were instrumental in the preparation of the proposal that established a four-year baccalaureate degree nursing program at CSU. Approval of the degree program was obtained from the Illinois Department of Registration and Education and the Illinois Board of Governors in 1972 and Dr. Joyce Elmore was appointed the first dean of the College of Nursing. In 1975, she was replaced by Dr. Virginia Ford.

In February, 1977, the College of Nursing applied for the initial accreditation of the program from the National League for Nursing (NLN) and was granted a deferred accreditation status. Dr. Virginia Ford retired in 1978 and the special assistant to the dean, Louise M. Carlton, was appointed acting dean. In the absence of a permanent dean, the nursing faculty decided to postpone their initial application for NLN accreditation until a permanent dean was appointed. At the same time the faculty decided to pursue the Self-Study process concurrent with the search for a dean.

A search committee for the dean of the College of Nursing was appointed in 1978 and culminated in the appointment of Dr. Linda A. Simunek as dean on August 1, 1980; she served in the position for three years. In 1983, Ann Mitchen Davis was appointed interim dean for a year while Vivian Dawkins served as department chair.

In September 1980, the faculty elected Dr. Berlean Burris as the first department chairperson. In 1984, Dr. Berlean Burris was appointed dean of the College of Nursing and served in that capacity until 1991. During her tenure, Ann Mitchen Davis, Bea Gilmore, and Louise Smith Reynolds served as



Dr. Frank Pogue addresses the audience at the conference hosted by the Department of Nursing Honor Society of Nursing on the theme of "Health Disparities: The Role of Diversified Health Care Providers"

department chair respectively. From 1991–1992, Dr. Marguerite Dixon was appointed dean and Sandra Webb-Booker served as department chair.

In 1992, the College of Nursing and College of Allied Health were merged into the College of Nursing and Allied Health Professions and Dr. Marguerite Dixon was appointed dean. In 1993, the College of Nursing and Allied Health Professions was renamed the College of Health Sciences under the leadership of Dr. Lucille Davis; she served as dean until April 1999. Dr. Berlean Burris was appointed interim dean and served until August 1999. Dr. Joseph Balogun resumed work at CSU as dean on September 1, 1999.

From 1993 to date, several individuals have served as chair in the Department of Nursing: Dr. Linda B. Hureston (1993–1999), Dr. Meryl Price (1999–2001), Dr. Sallie Tuck-

er-Allen (2001–2002), Dr. Linda B. Hureston (2002–2005), Dr. Patricia Prendergast (January 2006–2010), Ms. Monique Germain (January 2010–August 2011), Dr. Lisa Young (August 2011–June 2012) and Dr. Rosemary Ricks-Saulsby (July 1, 2012–present).

The nursing program was first accredited by the NLN in 1981. It received continuing accreditation in 1989 and 1997. In 2005, the program received full accreditation with a focus report on program evaluation which was due in 2007. The focus report was submitted to the NLNAC in November 2007, and on March 17, 2008, the NLNAC Board of Commissioners affirmed full accreditation with the next onsite visit scheduled for spring, 2013.

The Department of Nursing over the years has contributed to promoting scholarship activities in the community. On August 8, 2008 the De-

partment of Nursing Honor Society of Nursing hosted a national conference on "Health Disparities: The Role of Diversified Healthcare Providers." The conference's keynote speaker was Dr. Beverly Malone, Chief Executive Officer of the National League for Nursing (NLN). Dr. Terry Mason, the former Commissioner of the Chicago Department of Public Health also addressed the audience. Several other health care experts presented their research work and posters during the conference.

## Mission

The mission of the Department of Nursing is to provide educational experiences for learners with the ability to become competent practitioners in the profession of nursing, and enhance their employment opportunities in a variety of clinical practice settings within the healthcare community. In implementing the mission, the department uses creative instructional strategies to stimulate intellectual inquiry, scholarship, encourage personal and professional growth of the learner and foster a desire for life-long learning and a sense of civic responsibility. The faculty are cognizant of their unique role in preparing graduates who are not only caring, compassionate professionals but leaders who will meet the changing and comprehensive health needs of the community. The department's educational framework is "caring" which is critical to the growth, development and a sense of well-being of the students.

## Programs Offered

Students are afforded the opportunity to complete the nursing program through four tracks-the traditional basic nursing, certified nursing assistant (CNA), licensed practical nurse (LPN) and registered nurse (RN). These tracks are congruent with the program's philosophy of providing access to higher education for economically disadvantaged and under-represented populations. The enrollment pattern in the four tracks over a 12 year period is presented on the next page.

The overwhelming majority of the students are enrolled in the basic nursing track. Students with diverse backgrounds and educational experiences are provided with the opportunity to meet their professional goals.



Dr. Patricia Prendergast (chair), Dr. Beverly Malone (CEO of NLN), Dr. Terry Mason (former city commissioner), Dr. Joseph Balogun and Dr. Linda Hureston (professor, Department of Nursing) at the National Conference on Health Disparities held at CSU.

Throughout the educational process, students in the four curricula tracks engage in dialogue on the interrelationships of caring, cultural diversity, and health care. The goal of the

dialogue is to produce a competent nurse generalist who is able to utilize knowledge from the liberal arts and sciences, and nursing. A Master of Science in Nursing (MSN) program was launched in August 2011.

#### Unique Features of the Nursing Program

There are many aspects of the nursing program that have been developed and implemented to meet the needs

Americans, 31% Caucasians, 6% Hispanics, and 6% Asians.

The Department of Nursing has established diverse clinical sites in the Chicago metropolitan area. The number of sites has expanded from seventeen in 2004 to thirty-eight in 2009. The clinical sites are located in schools, public health centers, churches, hospitals, homeless shelters, HIV/AIDS community-based organizations, community and uni-

ment coordinator is appointed to monitor students' academic progress. Students whose course examinations are 80% or lower are required to meet with the coordinator to receive academic support and improve their study and test taking skills. Online and classroom instructional formats are offered to accommodate students' schedules. Assessment using standardized tests at every level of the educational process is an es-

In 2001, the faculty voted to establish outcome measures that will objectively track the academic progression of the professional students in the nursing program. These measures were termed "gates" and were placed at critical junctures in the Basic and LPN-BSN curricula to gauge students' understanding of the materials in specific courses at the junior and senior levels.

The nursing faculty members



2009 senior student representatives and faculty Dr. Sabita Busch (first from left).

essential feature of the curricula. The results of the standardized tests are used to gauge students' academic achievement.

To improve the health status of Chicago's underserved and high risk citizens and minimize the risk of illness, nursing students participate in service-learning activities which are integrated into the curricula. In addition to the mandatory service-learning courses offered, nursing students are required to provide 10 hours of service in the community each semester.

provide an environment that stimulates intellectual inquiry and encourages personal and professional growth for the students. There are two professional organizations of special interest to nursing students: the Student Nurses' Association and the Honor Society of Nursing. The Student Nurse Association was initiated in October 1975 as a local chapter of the National Student Nurses' Association, Inc. Membership is voluntary, but is open to all nursing students who are interested in the programs and purposes of the organization.



Junior and senior nursing students participate in the disaster drill on campus.



Dr. Pamela Bachmeyer monitors a nursing student as she gives a flu shot on campus.

The Honor Society of Nursing was initiated at CSU on October 7, 2001, and since then 103 students, alumni, community leaders and faculty members have been inducted. The formation of the organization is the first step in forming a chapter of Sigma Theta Tau International Honor Society on campus. The mission of Sigma Theta Tau is to provide leadership and scholarship in practice, education, and research to enhance the health of all people. The organization supports the learning and professional development of its members, who strive to improve nursing care worldwide.

Despite the great strides made by the nursing program in the early years, students seemed to have difficulty with passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN) examination. As a result of three consecutive years of poor performance between 1996-1999, the nursing program was placed on probation in 2000 by the Illinois Department of Financial and Professional Regula-

tion. Following major curriculum revisions by the faculty and additional resources provided by the administration, the pass rate on the NCLEX-RN examination gradually improved. On October 5, 2006 the Illinois Department of Financial and Professional Regulation terminated the probationary status of the nursing program. This was due to maintaining a NCLEX-RN pass rate of 75% or higher for two consecutive years. In 2004, 2006, 2008 and 2009 the department's NCLEX-RN pass rates exceeded the state and national averages. The pass rates in 2004, 2006, 2008 and 2009 were 89%, 86%, 97%, and 95%, respectively.

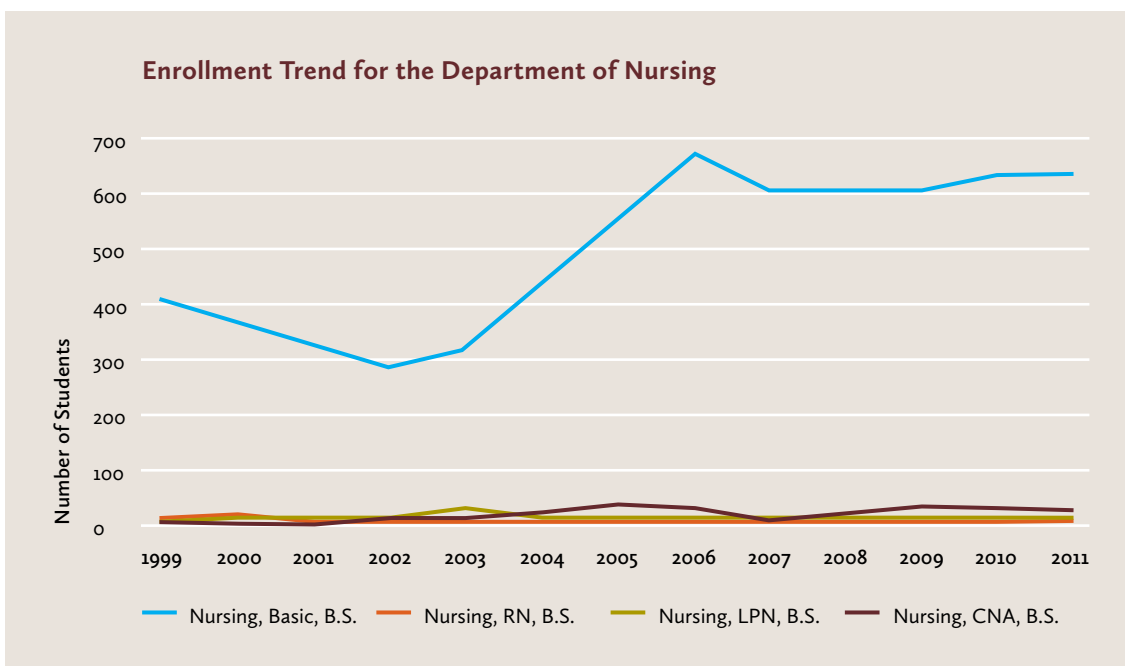
Our nursing graduates continue to do well on the NCLEX-RN. In the last eight years, the average pass rate of our nursing graduates on the NCLEX-RN was 90%, which surpassed the state (89%) and national (88%) norm averages. The Illinois Department of Professional and Financial Regulations passing benchmark is 75%. The exemplary performance of our nursing graduates on

the NCLEX-RN has elevated our status as an elite undergraduate nursing program in the nation. We attributed this success to the curriculum design, the effectiveness of the faculty, and the leadership provided by the administration.

In June 2011, the Illinois Board of Higher Education approved the proposal submitted by CSU to add a graduate program to its flagship undergraduate nursing program. The inaugural class of the Master of Science in nursing program was enrolled in August 2011.

and clinical experiences and students can practice and perform skills at their own pace. The computer lab has a full-time technology coordinator who provides assistance to students and faculty during standardized testing, and in resolving equipment and computer malfunctioning. There are two "smart" classrooms available to faculty and students to display multimedia, power point files, animation, motion video and interactive content.

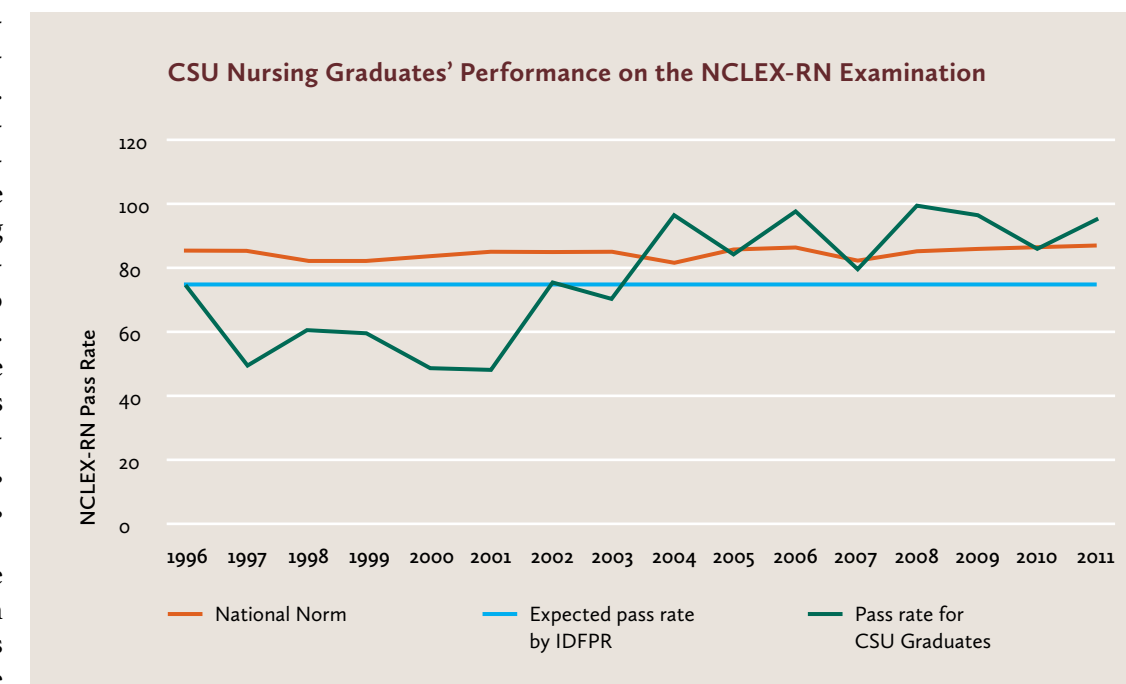
Students and faculty are encouraged to utilize these various resources for teaching/learning purposes. The



of the population that we serve. The Department of Nursing is committed to recruiting, retaining and graduating a culturally and economically diverse student population. The current student body is 87% African American, 8% Hispanic/Latino, 4% Asian and 1% Caucasian. The department also has a culturally diverse faculty, which includes 56% African

university health centers. Various teaching-learning opportunities are offered to facilitate students' academic success and professional growth. These include day and evening classes and clinical experiences.

In the Department of Nursing, enrichment activities are integrated into each course and reflected in the course syllabi. An academic enrich-



#### Instructional/Research Resources

The Nursing Learning Resource Center (NLRC) is the hub of technology for the Department of Nursing. The services provided by the NLRC are coordinated to improve classroom

NLRC continually acquires materials and equipment for faculty, staff and students. The NLRC has 54 Dell and 6 laptop computers, all of which are equipped with a variety of NCLEX-RN preparatory software such as ATI,

HESI, Learning Systems RN, MEDS Publishing, RN CAT, NLN Diagnostic Readiness Tests and the Evolve-Reach Practice Tests to assist the students in their independent studies.

The arsenal of instruments in the NLRC include: simulated mannequins (SimMan, Pregnant Noel, and Vital Kid), three IV simulators, three non-interactive manikins, IV poles, injection arms and hands, a blood pressure arm, a medication cart with practice medications, weight scales,



**Nursing students using the simulated mannequins (SimMan) in the laboratory to hone their clinical skills.**

wheel chairs and portable/electronic sphygmomanometers and IV infusion pumps. The NLRC also has videos and CD-ROMs on various topics, such as pregnancy/labor/and delivery, pediatrics, mental health, geriatric care, and health assessment; educational software (Word Smart, Infinite Mind (Eye Q) Program, and Quiz Me on Drugs) to assist students with skills in reading and writing. The skills lab is equipped with a variety of audio-visual aids and state-

of-the-art clinical and instructional equipment (television containing a DVD and VHS tape player) for students to practice their skills.

Cognizant of the fact that students have different learning styles, faculty members strive to incorporate technology into their teaching. In May 2009, faculty in the Department of Nursing started using the student response system (clickers) in the classroom to augment the teaching-learning process and actively engage the students. Academic support exists in several of the pre-professional science courses that provide tutoring service to students through the College retention specialist.

The Health Education Systems, Inc. (HESI) and the Assessment Technologies Institute (ATI) are the two standardized tests adopted in the department to gauge students' learning. The HESI is a multiple choice test at the application level. The faculty selected a score of 900 as a minimum pass rate for the test. Students who fail the test on their first or second attempts are required to take a bridge course and participate in a live review workshop for remediation. Students who fail on the third attempt are required to take a bridge course in order to retake the exam for a fourth and final time. The secured and unsecured versions of the ATI examination are aligned with the National Council Licensure Examination for RN's (NCLEX-RN) test plan and assess the students' comprehension of the nursing process, critical thinking and knowledge of course content. The faculty has selected "probability

level two" as the minimum pass rate. Students who are unsuccessful after two attempts are required to enroll in a bridge course before they are eligible to take the exam a third and final time.

#### Research and Grants

Several nursing faculty members have published their research in scholarly journals. Many have presented their work at scientific conferences at the local, state, national and international levels. In the last decade, they have been active in grant writing. In 2000, Dr. Meryl Price received the Helene Fuld LPN enhancement grant for \$100,000. Dr. Sabita Busch received a pilot grant in 2002 for investigating "Knowledge about Colon Cancer in Minority Women."

Between 2000 and 2005, Dr. Joseph Balogun and Dr. Patricia Sloan authored several grants in cooperation with faculty in the Department of Nursing. Several of the proposals were funded by the US Department of Health and Human Services, Health Resources and Services Administration, to support the training of nursing students. In 2003, the Workforce Diversity grant in which Dr. Pamela Bachmeyer was assigned the principal investigator (PI) was funded for \$659,374 over a three year period. Also in 2003, the public health nursing expansion grant in which Dr. Mary Branch, Dr. Rosemary Ricks-Saulsby and Mary Anderson were assigned as co-PIs was funded for \$24,878.

In 2004, Dr. Linda Hureston was assigned the PI on the career ladder

grant for \$746,312 over a three year period. Also in 2004, Dr. Patricia Prendergast was assigned the PI on a \$32,000.00 research grant awarded by the National Historically Black Colleges and Universities Research Network for Health Care and Health Disparities to investigate the level of awareness about diabetes mellitus among African Americans.

In 2005, Dr. Rosemary Ricks-Saulsby was assigned the PI on the CSU's access to nursing care through service learning grant funded by the US Department of Health and Human Services, Health Resources and Services Administration for \$744,717 over a three year period. In 2007, Dr. Balogun, Dr. Sloan and Dr. Prendergast received a \$5,000 grant from the CIGNA Foundation to support nurse training. Drs. Prendergast, Balogun, and Sloan also received \$74,000 from the Chicago Community Trust Foundation for student learning experience and faculty development.

During the past decade, the Department of Nursing has received over \$1 million in scholarship awards from the US Department of Health and Human Services, Health Resources and Services Administration.

# Department of Occupational Therapy

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By Dr. Leslie Roundtree

#### DEVELOPMENTAL MILESTONES

The Department of Occupational Therapy (OT) was one of the three baccalaureate degree (medical records, dietetics and radiation therapy technology) programs in the College of Allied Health that was established in 1977 to meet the health care manpower shortages in Illinois and provide health education opportunities for residents of Chicago's Southside. Following approval and funding from the Illinois Board of Higher Education (IBHE), the founding program director, Artice Harmon, MPH, OTR, was hired in May 1981. The first two faculty members, Batia G. Levy MS, OTR, and Colleen A. Reed MS, OTR, were hired in summer of 1982. In the fall semester of 1982, the department admitted its first class of five students into the Bachelor of Science in Occupational Therapy degree program.

The department experienced continual growth of its undergraduate program and within 15 years over 300 majors and 80 professional students were enrolled. In 1989, Kuzhilethu Kshepakaran MS, OTR/L, was appointed the chairperson. The department had 8 full-time and 3 part-time faculty members during this period. In the late 1990s, the American Occupational Therapy Association's (AOTA) resolution to transition occupational therapy education to a post baccalaureate level by 2007 created a decline in student enrollment across the nation. These developments contributed to major changes in the curriculum of the CSU occupational therapy program.

In 2000, a new department chair, Leslie Roundtree MBA, OTR/L, was appointed by dean Joseph A. Balogun. In 2002, the Department of Occupational Therapy submitted an innovative proposal for a combined Bachelor of Science in Health Sciences (BSHS) and Master of Occupational Therapy (MOT) degree programs to IBHE. This innovative program was approved in 2003 and it became the first and only combined degree option for occupational therapy in the State of Illinois and the first graduate program in the College

of Health Sciences. After 22 years, the department discontinued admission of students into the Bachelor of Science degree curriculum in occupational therapy in the fall semester of 2004. The department graduated its last undergraduate student in December 2005. In total, the undergraduate program in occupational therapy graduated more than 400 occupational therapists. Over 80% of the alumni serve in medically underserved areas within the Chicagoland area, and many are in leadership positions at



Department of Occupational Therapy faculty in 1991: Left to right, K. Kshepakaran, program director, Lynne Farmer, Batia Levy, Elizabeth Wittbrodt and Colleen Reed.

various levels in Illinois and throughout the nation.

The department admitted its first cohort of 10 students into the BSHS/MOT program in the fall semester of 2004. Three classes have completed the graduate program to date. The Department now has over 100 majors (graduate and undergraduate), 50 professional students, and 6 full-time faculty members. Today, our occupational therapy program is the second

oldest of the five programs in Illinois and continues to address the health manpower and healthcare service needs of the city of Chicago and State of Illinois.

The occupational therapy program has received full accreditation since its inception. The department submitted its letter of intent for the accreditation of the undergraduate degree program to the Accreditation Committee of the AOTA in June 1982. The onsite accreditation visit occurred during December 5-7, 1983, and the department was granted initial seven year accreditation in 1984 by the AOTA Accreditation Committee in collaboration with the Committee of Allied Health Education and Accreditation /American Medical Association (CAHEA/AMA).

In 1993, after CAHEA/AMA was discontinued, the AOTA formed an independent accrediting agency called Accreditation Council for Occupational Therapy Education (ACOTE). The undergraduate program received full seven-year reaccreditation in 1991 and 1999. In 2006, the program received its first 10-year reaccreditation as a graduate entry-level occupational therapy program. This outcome is significant because 10 year accreditation is only granted to programs that have no deficiencies and have demonstrated exceptional educational quality.

#### Mission

Since its inception, the program has held a unique mission of providing expanded quality education in



Rosa Smith OTR/L (Class of 2004) Level I fieldwork at Therafin Corporation, a manufacturer of assistive technology equipment.

a health profession to economically, socially and educationally disadvantaged and underrepresented groups within the profession of occupational therapy. The objectives of the program have always focused on graduating students who are competent and compassionate occupational therapists ready to assume leadership and advocacy roles.

Over the years, the mission of the Department of Occupational Therapy has evolved to address the changing world of healthcare and the increasing demand for evidence-based and globally-minded health practitioners. Nevertheless, the core mission of providing educational opportunities and service to the community has remained constant. The current mission of the Department of Occupational Therapy is to prepare competent and effective occupational therapists skilled at meeting the demands of diverse environments and rapidly changing health care systems.

The program seeks to develop therapists who possess foundational skills in the principles of the occupational therapy profession, and the critical thinking, as well as the reflective abilities necessary to address the multiple roles of practitioner, consultant, educator, manager, research consumer and advocate within the health care environment.

The vision of the Department of Occupational Therapy is to provide a dynamic community-oriented program that educates competent occupational therapists who can evaluate, plan, and deliver occupation-based services in multiple practice settings, in addition to addressing health disparities and the needs of underserved communities.

#### Programs Offered

Currently the Department of Occupational Therapy offers two degree programs: a 3 plus 3 combined BSHS/MOT and a MOT. The combined BSHS/MOT program allows undergraduate students the fast track opportunity to complete two degrees within six-years. The MOT degree is an 82 credit entry level professional program that can be completed in 8 semesters including summers. The program has part-time and full-time options. Admissions are competitive and applications are accepted and reviewed throughout the year. The program is structured in a cohort model, and a class size of approximately 25 students is admitted each year. The enrollment trends in the academic programs offered in the Department

of Occupational Therapy over a 12 year period is presented on this page.

The MOT curriculum embraces an integrated and developmental perspective of learning. The conceptual framework of the program emphasizes three major threads: the wellness-disability continuum, the evaluation-intervention-discharge-advocacy process and the concept of occupation. These threads provide students opportunities to apply knowledge and skills, as well as critique the effectiveness of their judgments. As a professional program, the emphasis is on developing a repertoire of critical thinking skills that enable the student to evaluate and synthesize knowledge. Critical thinking and self-reflection are fundamental components of each course and through all semesters. The faculty members facilitate critical thinking and problem solving through active learning experiences, role modeling and open discussions of thinking processes. Students examine themselves as occupational beings, as well as continually evaluating their own thinking and knowledge through reflective papers, classroom assessments of their understanding and discussions of their own life experiences.

#### Unique Features of the Program

The Department of Occupational Therapy has many unique features. The department is diverse and multicultural with respect to its faculty, staff and student body. The department has an ethnically, economically, and socially diverse mixture

of individuals who bring a variety of experiences to the teaching-learning process. On average, over 75% of the students are from underrepresented ethnic minority groups. Currently, the department has 81% ethnic minority students, including 52% African American, 10% Asian/Asian Pacific Islanders, 10% Hispanic/Latino, 19% Caucasian and 9% others. Over 40% of the students come from economically disadvantaged backgrounds and will be the first college graduate in their families. The age range of the students is from 21 to 51 years old. Thirty five percent of the students have children, 21% are married and 9% are male. The students have a variety of work and career experiences and over 50% of the students work while in the program.

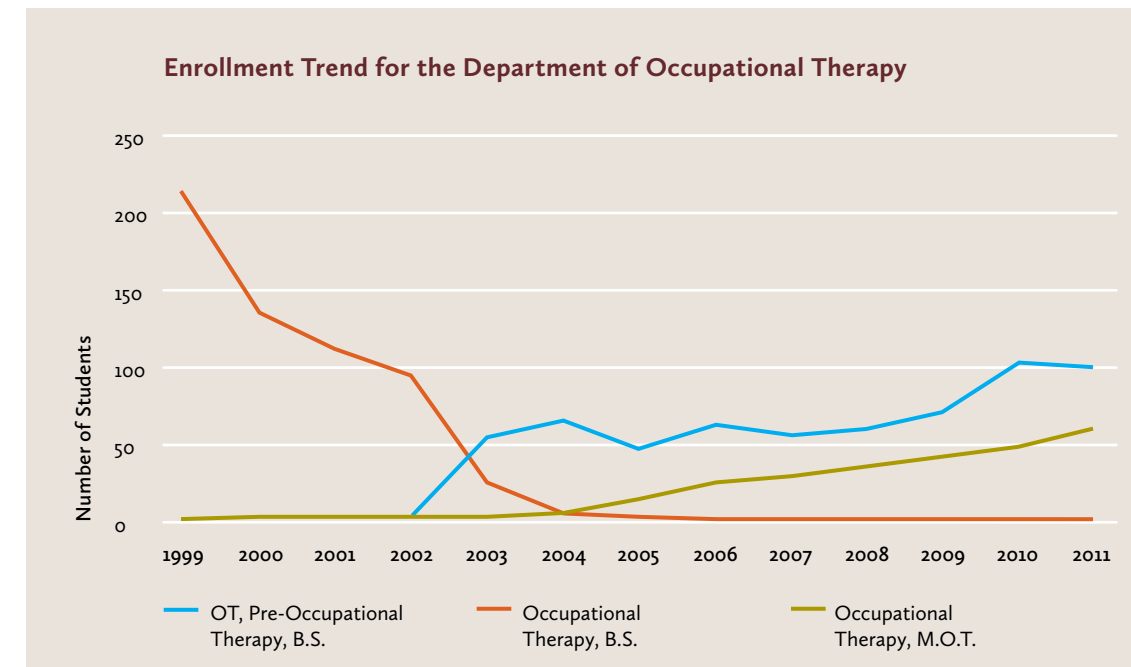
Fifty percent of the current occupational therapy faculty members are African American, 38% Caucasian and 12% bi-racial. The faculty members are all licensed and certified occupational therapists with a range of 9 to 19 years of clinical experience. The faculty members have worked in a variety of settings, including medically underserved areas, regional medical centers, schools and state mental health facilities and in at least 4 different states. The courses in the MOT curriculum offer a rich cultural experience, which enhances the curriculum's multiculturalism focus.

The Department of Occupational Therapy consistently graduates ethnic minority occupational therapists who contribute significantly to the diversity of the professional workforce in Illinois and throughout the

nation. Over 80% of minority occupational therapists in the State of Illinois are CSU graduates.

The Department of Occupational Therapy promotes a "family" culture. The small class sizes foster close interaction and collaboration between students and faculty. Faculty members maintain an open door policy to all students and meet individually and in small groups with students outside the class environment. Furthermore, all stakeholders involved with the program, from alumni and

The innovative combined BSHS/MOT curriculum reflects the current paradigm in occupational therapy education by addressing a socio-cultural perspective of health. The integrative curriculum design dissolves the artificial boundaries between the practice areas of physical disabilities, mental health, and pediatrics. The curriculum emphasizes the bio-psycho-social-spiritual perspective and considers individuals as occupational beings. Students are taught to evaluate health as a sense



advisory board members to significant others of the students and children of students, proudly celebrate the accomplishments of the department, as well as provide feedback on ways to improve and enhance the educational experience.

of well-being within one's own context, not only the absence of disease or disability. The curriculum design emphasizes the needs of individuals, as well as populations and effectively prepares students to practice in diverse institution and community-based settings.

With the curriculum design, the faculty and students participate in fieldwork, service learning, and applied research projects that offer health services to underserved communities. Students are able to apply concepts and evaluate their immediate impact throughout their educational process. Fieldwork experiences provide the students with unique opportunities to interact with individuals across the wellness-disability continuum and across the life span. Students have extensive Level

students and faculty provides intense mentoring opportunities that build professionalism and conceptualizes the link between theory, research and practice.

Lastly, the department has a comprehensive evaluation and retention plan designed to improve program outcomes and strengthen student performance. The program evaluation plan provides both summative and formative measures that enable the faculty to respond quickly to changing needs in students, accreditation standards and practice trends. The department uses a comprehensive examination system to determine student competency at different levels of the educational process. The program evaluation process also provides faculty with empirical data to help prepare and retain students in a rigorous professional program. A Student Success Program which is a collaborative effort between the faculty of the department, the Writing Assistance Center, the Library and the Counseling Center provides additional measures for the students' progress and success.

#### Available Instructional/ Research Resources

The Department of Occupational Therapy is located on the first floor of the Douglas Hall Building (DH) and has two classrooms with smart classroom podia with built-in computer station internet access, LCD, video player and image projector, as well as a computer laboratory/resource room. The lab holds 20 computers with specialized anatomy soft-

ware, muscle testing and neurology software, and SPSS, a laser printer, and scanner. The occupational therapy classroom has a fully functional kitchen, bathroom and bedroom area to allow students hands on experience with basic and instrumental activities of daily living. Ergonomic equipment such as Work Cube Rehabilitation System with Work Seat is available to instruct students on industrial rehabilitation principles. The department has portable computer and media equipment such as a television, video recorder, camera, and video camcorder that allow full use of technology for teaching. The department has acquired new thermal, ultrasound, and electrical modality equipment for training in physical agent modalities.

In preparation for the fieldwork experiences, students are given access to a wide variety of standardized evaluation instruments and treatment equipment, such as splinting, adaptive equipment, mobility devices and suspended equipment in the laboratory setting. The department continues to update its equipment and evaluation software. Students are allowed to use selected software programs at home for independent study. Supplies and equipment are also available for students to use during their Level I and Level II fieldwork, especially within community sites.

#### Previous and Ongoing Research Activities

In the Bachelor of Science in occupational therapy program, students are required to submit a research proposal but are not required to implement the project. Prior to 1999, about 25% of the eight faculty members presented their work either at a state or national conference annually and one faculty member had co-authored a book in 1997. Effective from 1994, the Department of Occupational Therapy has been successful in acquiring funding for Scholarship for Disadvantaged Students from the US Department of Health and Human Services.

In 2001, the department established a strategic objective to develop research initiatives that enhance community service, increase awareness of occupational therapy services and offer applied collaborative research opportunities for students and faculty. The plan also involved increasing the number of doctoral prepared faculty to lead student-faculty collaborative research, developing community partnerships for applied research and service learning opportunities, as well as developing grant resources.

Today, the department has seven faculty; five are doctoral prepared and one faculty member is in a doctoral degree program. The department has defined an applied research agenda that examines occupational participation for individuals across the life span and involves student-faculty collaborative projects. Since 2006, eight student-faculty research teams have designed and implemented research projects. All research projects are presented to the university community through the Graduate and Professional School

Forum. Additionally, five of the student-faculty teams have presented their work at either state or national professional conferences. Faculty scholarship has steadily increased over the last decade. In the last four years, the department averaged six peer-reviewed presentations a year at state or national conferences, with all faculty members presenting in 2009. Many faculty are now recognized as experts within their area of practice and have received invited lectureships within the region and internationally. Initially, in the area of publication, one faculty member had a manuscript published each year between 2003 and 2005. Subsequently, three of the six faculty members have had their first publications between 2007 and 2009.



Teaching ergonomics and work hardening to an occupational therapy student in the laboratory setting.

recent article in the Journal of Occupational Science. Dr. Sarah Austin co-authored the instruction manual of the revision of the Allen Cognitive Level Screen and LACLS-5, a standardized evaluation tool used in occupational therapy practice throughout the world. Additionally, a third year graduate student, Audrey Arowolo had an article published in the Illinois Occupational Therapy Association, Communiqué Newsletter, discussing the student-faculty collaborative research process.

In the late 1990s, the Department of Occupational Therapy pursued grant writing opportunities with the encouragement of dean Balogun. The department secured its first Scholarship for Disadvantaged students in 1994 and has maintained this scholarship for the last 15 years for a total of \$926,376.00. In 2000, under the leadership of dean Balogun, the Departments of Occupational Therapy, Health Information Administration and Social Work received funding from the United States Department

of Health and Human Services for a three-year training grant totaling \$404,750 for the "Multi-disciplinary Community Based Clinical Education." The successful implementation of this grant has resulted in two subsequent grant submissions from the department.

In 2005, a four institution cooperative grant "Building Bridges for Minority Occupational Therapy Professionals" was submitted to IBHE under the Higher Education Cooperative Act program. In 2007, Dr. Joseph Balogun, Dr. Leslie Roundtree, and Dr. Regina Smith received \$800,000 in funding for a 4-year training grant from the U.S. Department of Education for "Training Occupational Therapists to Practice in Schools" (TOPS). In 2009, the Department of Occupational Therapy was one of the four graduate departments at CSU to participate in the 21st Century Graduate and Professional Students' Academic Studies interdisciplinary initiatives; a 6-year grant from the United States Department of Education to support student success in graduate programs and build the faculty-student research culture.

**Services Provided by the Department**  
Within the last decade, the faculty in the Department of Occupational Therapy has shown a distinguished track record of service within the university and the occupational therapy profession. Elizabeth Wittbrodt serves as the chair of the University Personnel Committee and the College Curriculum Committee, Dr. Regina Smith serves as the chair of the Col-

lege Social Committee, and Dr. Leslie Roundtree serves as the co-chair of the Chairpersons' Association, and the 2012 University Strategic Plan.

A former faculty member, Dr. Melanie Ellexson, served as AOTA treasurer (2002 to 2005), Dr. Leslie Roundtree served as secretary of the Illinois IOTA (2000-2002), Elizabeth Wittbrodt served as director of membership for the ILOTA (2006-2008), and Dr. Sarah Austin served as President Elect of the Allen Cognitive Network (2007-2009). Currently, Elizabeth Wittbrodt serves as ILOTA president (2006 to present), Dr. Wanda Mahoney is the secretary for the Network for Lesbian, Gay, Bisexual and Transgender Concerns in Occupational Therapy (2009-present), and Dr. Sarah Austin is a board member for the Allen Cognitive Network (2004-present).

Faculty members have served in different roles, such as item writer for the National Board of Certification for Occupational Therapy, evaluator for the ACOTE, task force members for AOTA Review of Historically Black Universities and Colleges, members of the ILOTA Renewing and Re-visioning Task Force, members of the Illinois Department of Labor Occupational Safety and Health Administration Task Force, and Illinois Academic Fieldwork Coordinators Consortium.

The Department of Occupational Therapy has developed over 15 fieldwork site contracts with community agencies that do not have occupational therapy services and provided over 17 service-learning projects. First



Master of Occupational Therapy 2008 graduates. L to R: Audrey Aworolo, Lauren Duick, Nicole Roberson, Shawnice Conley, Luther King and Angelino Hidalgo.

I fieldwork experiences, beginning in the first semester, with increasing challenges and expectations. These Level I fieldwork experiences prepare students to enter Level II fieldwork confident and advanced in their clinical skills. Faculty supervision of the fieldwork in the first year allows role modeling, mentoring and real life intellectual discourse. In addition, the collaborative research experience of



year students, under the supervision of the faculty, have provided health promotion, disability prevention and remediation services for adults and children of all ages in senior centers, preschools, residential group homes, community mental centers, adult day care centers, and alternative schools. Second year students have also designed and implemented an occupation-based program in several community sites. These service

tional therapy services in the community. In the last five years, under the mentorship of Cynthia Heath-Baldwin, occupational therapy students have increased awareness on several activities (such as optimum backpack load) at various events on campus, at area elementary schools, and open houses. In addition, occupational therapy students have engaged in philanthropic activities by collecting supplies and non-

community. The accreditation body recognized the graduate program by awarding the department a 10-year accreditation.

With new leadership, strategic planning and discontinuation of the baccalaureate degree program in occupational therapy, the graduates of the BSHS/MOT and MOT curricula perform better on the national certification examination. The department improved its performance from an all time low of 37% in 2000 to 89% in 2005, which was above the national average for first time test takers. The cohorts of graduate students have a three year pass rate of 83% from 2006 to 2008. From 2008-2010, the Department of Occupational Therapy graduated 27 students who took the National Board for Certification in Occupational Therapy (NBCOT) examination. The total number of graduates who passed the certification examination as first-time new graduate test takers from 2008-2010 was 20 out of 27 which resulted in a pass rate of 74%. Of the 7 students who did not pass the exam, 6 of them on second attempt passed the exam. Thus, the cumulative pass rate for students who first took the exam from 2008-2010, is 96.3%. Of the 27 CSU graduates, 11 took the exam in 2010 with a pass rate of 82% which tied the national norm of 82%.

The department has been able to maintain quality faculty members and a solid educational program over the past decade. Faculty members have demonstrated extraordinary commitment to the program, by maintaining overloads in teach-

ing, pursuing their own scholarship, participating in faculty development and service activities along with their doctoral studies. The administration has provided educational leave and release time for three faculty members who have completed their doctorates. Two of the three faculty members have retained their position at CSU. The department was also able to hire a doctorally prepared faculty member. The department looks forward to other faculty members finishing their degrees within the next two years.

One of the most rewarding accomplishments has been the student-faculty research collaborations. This collaborative process has created a culture of scholarship which the students have embraced with enthusiasm. While the research projects are challenging and even overwhelming at times, several students have been able to present at both state and national conferences. These opportunities are an outcome of the dynamic curriculum that has assisted our students in realizing their potential as skilled practitioners and future leaders.

learning experiences have provided community agencies with innovative ideas, as well as educational and training materials. The students have designed programs at homeless shelters, after-school programs, senior apartments and domestic violence shelters. Within the last 4 years, occupational therapy students have offered services to over 200 individuals in the Chicago area.

The Occupational Therapy Student Association has provided a platform for the development of leaders and provision of occupa-

perishable food items for homeless shelters, animal shelters, and adult residential facilities.

#### Major Achievements during the Decade

While the past decade has been a time of great change, the department has had a number of major achievements. The development, implementation, approval and accreditation of the graduate program in occupational therapy is a significant effort that has been recognized by parties within the university and in the larger



Department of Occupational Therapy faculty and staff. L to R: Front row: Joyce Hollis, Dr. Regina Smith, Dr. Sarah Austin, Shirley Hopkins Johnson. Back Row: Dr. Wanda Mahoney, Elizabeth Wittbrodt, Cynthia Heath Baldwin, Dr. Leslie Roundtree.



Jennifer Perez presenting her capstone research project at the 2010 Graduate School Research Forum.

# Department of Health Information Administration

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By Dr. Rachelle Stewart

#### DEVELOPMENTAL MILESTONES

The Department of Medical Record Administration at CSU was initiated in 1979. The need for the program became obvious given the population growth of the city and the downtown location of the American Health Information Management Association (AHIMA), formerly called the American Medical Record Association (AMRA).

Roland Dale, MA, served as the first chairperson of the Department of Medical Record Administration from 1979–1983. The first class of students enrolled consisted of several alumni such as the late Ruth LeRoy, Dr. Barbara Price, Alberta McTier, Vanda Crossley and Armando Silva. Obtaining the initial accreditation brought credibility to the department within the Chicago Area Health Information Management Association (previously known as Chicago and Vicinity Medical Record Association). The department established an articulation agreement with Clark College in Atlanta, GA, and partnerships with several community support organizations including the YMCA and RAZA.

The second department chair, Rosemary Van Vranken, PhD, served from 1984–1993. The department's name was changed from Medical Record Administration to Health Information Administration (HIA) in the early 1990s in conjunction with the national association name change. The major accomplishments included obtaining a seven year program accreditation from AHIMA.

The third department chair was Nina J. (Vick) McConico, MA; appointed in 1994. Major accomplishments of this period included the revitalization of the Students in Health Information Management Association (SHIMA). Through the efforts of SHIMA twelve students attended the AHIMA National Convention in Atlanta, GA.

The fourth department chair, Leona Thomas, MHS, served a total of thirteen years from 1994–2007. She retired from CSU in August 2007 after 23 years of meritorious service.

During Thomas' tenure as chair, the department maintained its accreditation, participated in funded grants, increased professional practice sites to 50, upgraded technology and software in the student lab, instituted three on-line courses and established the post-baccalaureate certificate program. In addition, strategies were put

and also published *The Professional Review Guide for RHIA and RHIT Examinations*. This text has been replaced with review guides published by several sources.

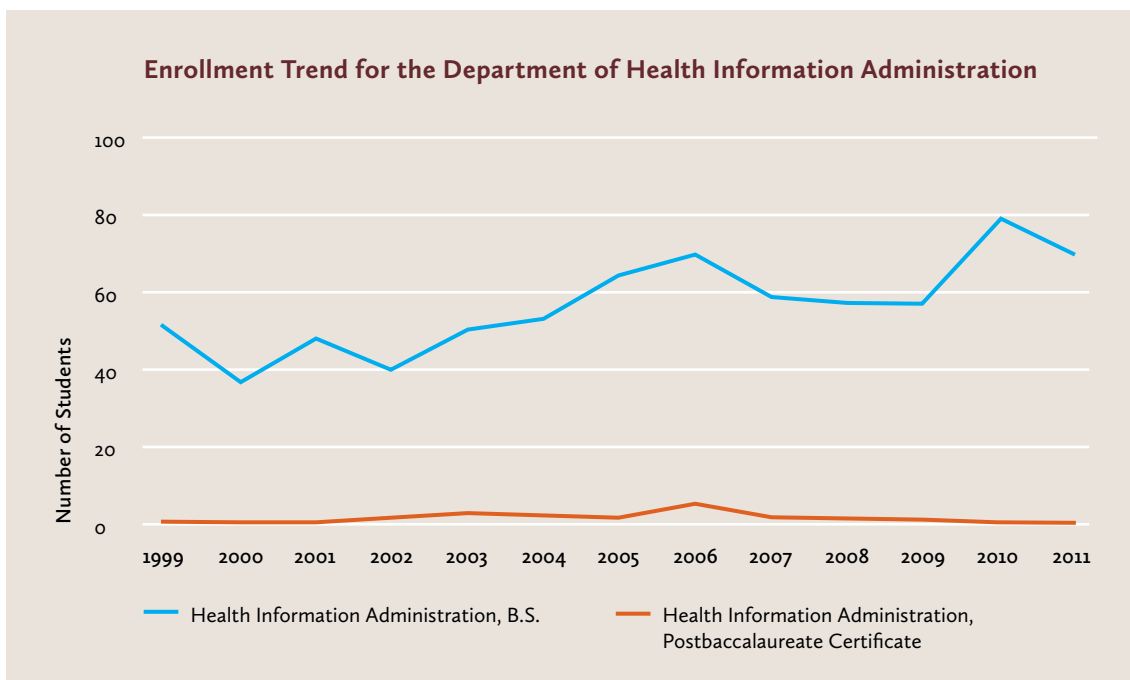
The fifth department chair was Barbara J. Price, EdD, who served in 2002 as acting chair (January through June) during the sabbatical leave of Leona Thomas. Rachele Stewart, DrPH, was appointed as the sixth department chair in August 2007. Her accomplishments include updated classroom and lab spaces, enhanced

shop for the health information management (HIM) community given by senior students, and a formal student exchange with the University of Illinois at Chicago HIM program. Dr. Stewart resigned her appointment from the University effective June 30, 2012. Dr. Barbara Price was appointed department chair on July 1, 2012.

The Health Information Administration program was first accredited in 1979 by the AHIMA Council on Accreditation (COA) in collaboration with the American Medical

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The report name was changed to the Annual Program Assessment Report (APAR) and it remains the current method for program accreditation assessment. The HIA program is currently accredited and the most recent APAR report was accepted in March 2012.

An advisory committee was constituted in 1979 to guide the direction of the department. The current exter-



in place to improve the scores on the national registration exam to nearly 100%. A required comprehensive exam was instituted in the curriculum for junior and senior students. Ruth Leroy developed a two-week review course for seniors, created a test bank,

changes to the curriculum (finance and management), recognition of the program in national publications (AHIMA Student Connections and Journal of AHIMA), acquisition of the AHIMA Virtual Lab, annual implementation of an in-service work-



Health Information Administration students giving a presentation on Personal Health Records Fall 2011

Association's Committee on Allied Health Education and Accreditation (CAHEA). Continued accreditation was granted in 1985, 1992 and 1997 by the AHIMA COA in conjunction with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The accreditation process changed to the submission of a report of current status and the first report was submitted in 2002. Continuing accreditation was granted with no survey. Current program reviews are conducted by the

national members are: Pamela Gooden, Tina Holder, Gloria Mannina, Susan Oh, Geraldine Smothers, DeShawna Hill-Burns, Shelley Oglesby, Cathy Banks, and Theresa Wisdom.

The enrollment pattern in the academic programs offered in the Department of Health Information Administration over a 10 year period is presented on this page.

#### Mission and Unique Features of the Program

The mission of the Department of



Dr. Stewart with students at Advocate Trinity Hospital Medical Records Department during their professional practice experience.



Health Information Administration students L to R: Shtara Cobbin, Gequette Davis with Dr. Balogun on "CSU Spirit Day" Sept. 2011.

Health Information Administration is to train graduates for a career in health information management. The department offers a bachelor's degree and a post-baccalaureate certificate in health information administration. The curricula consist of 20 professional courses, including two professional practice experiences (internships).

Because many of the students enrolled in the Department of Health Information Administration work part-time or hold full-time jobs, the course schedule is compressed to three days per week. The quality management course is a hybrid course that allows students further flexibility. A small student to faculty ratio also enhances learning and interaction. The students interact with other students in the College through the Introduction to the Health Professions and Service Learning courses. The students meet in a monthly Brown Bag session to stay connected and share information.

#### Available Instructional/ Research Resources

The Department of Health Information Administration has a dedicated multi-media classroom and laboratory equipped with a server, 19 computers, a laser printer and scanner. The computers have Internet connectivity and several instructional software including Microsoft Office (Word, Excel, Access, PowerPoint, Visio and Project), 3M coding products, SPSS and the AHIMA Virtual Lab (an array of health information applications). The laboratory has hard copies and virtual copies of patient records that allow practice with record processing, coding and quality assessment exercises. Student membership in the AHIMA offers additional resources that are directly related to student learning and the health information profession.

#### Previous and Ongoing Research Activities

In 2000, the Department of Health Information Administration was one of the four academic departments on campus that received tech-

nology grants totaling \$60,000. The funds were used to purchase computer equipment for the student lab. In 2001, the Department of Health Information Administration in collaboration with the Department of Occupational Therapy and the Masters of Social Work Program was awarded a Health Resources and Services Administration (HRSA) grant totaling \$400,000 over three years, from 2001 to 2004. The purpose of the funding was to increase the number of minority allied health professionals employed in medically underserved communities. Dr. Joseph Balogun was the principal investigator for the grant.

#### Major Achievements during the Decade

Over the years the faculty and alumni of the Department of Health Information Administration have held leadership positions within CAHIMA and AHIMA and have received state and national recognition. Ruth Leroy received the Illinois Health Information Management Association (ILHIMA) Literacy Award in 2001. Dr. Rachele Stewart was recognized by ILHIMA and AHIMA for professional achievement as an educator in 2009. Yakima Fleming, Class of 2002 and Angela Espinosa, Class of 2006 received the ILHIMA Outstanding New Professional Award in 2004 and 2006, respectively. Susan Oh, Class of '98, HIM Director and Privacy Officer, Mercy Hospital, was featured on CBS News in June 2009. DeShawna Hill Burns, Class of 1995 was president-elect of ILHIMA in 2008 and

began her term of office in 2010. AHIMA committee memberships served by faculty include Research Fellowship and Educational Strategy. The department periodically hosts meetings on campus for CAHIMA.

Overall, the graduates of the program are successful in the profession. Most graduates are fully employed within six months of graduation from the program. Typical positions obtained by graduates of the CSU program are department director, data quality manager, quality improvement director, coding supervisor, health information software consultant. Graduates work for hospitals, ambulatory care centers, long term care facilities, associations, vendors, and other organizations.



Roland Dale, first department chair and Dr. Rachele Stewart, current chair at the 30th anniversary celebration Sept. 19, 2009.

The Department of Health Information Administration celebrated its 30th Anniversary on September 19, 2009. More than 50 persons attended the banquet on campus along with alumni, students and other guests. Four of the six program chairs were present, including Roland Dale, first program chair.

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# Department of Health Studies



By Dr. Joseph A. Balogun

## DEVELOPMENTAL MILESTONES

Created in 2006, the Department of Health Studies currently offers baccalaureate degree programs in community health, pre-physical therapy and a Master of Public Health degree. The offering of physical therapy education at CSU predates the creation of the Department of Health Studies and is presented as part of the history of the College of Health Sciences. The Department of Health Studies at its inception enrolled 50 students; 11 community health and 39 pre-physical therapy students. Dr. William Ebomoyi was hired in January 2006 as the first chairperson. Karen Hardney, who was the recruitment director for the College, joined the department in 2006 as assistant professor. In addition to the two pioneering faculty members, two additional faculty members joined the department: Dr. Tunde Akinmoladun, in August 2006, and Dr. Adesuyi Ajayi, in August 2007. Dr. Ajayi later resigned his appointment and joined the College of Pharmacy in August 2008. Dr. Akinmoladun resigned in December 2009 and was replaced in January 2010 by Dr. Daniel Dodor. Dr. Ebomoyi relinquished his chairmanship in July 2009 and Dr. Patrick Bassey Williams was hired in August 2009 as acting chairperson. Dr. Thomas Britt also joined the department in January 2010 as a full-time faculty and was appointed department chair in July 2010.

The manpower needs of the new department were carefully planned to be met by the available faculty members in the College of Health Sciences and supplemented with new hires (Dr. Damon Arnold, Dr. Yashika Watkins and Dr. Quintin Williams). The full-time faculty members were complemented by several adjunct faculty members (Dr. Victor Ilegbodun, Rhoda White, Monica White, Dr. Shakirudeen Amuwo and Dr. Thomas Lyons) who brought diverse experience and expertise to the academic programs. Dr. Adedeji Adefuye,

Dr. Emmanuel Osunkoya and Ivonne Anguh also have teaching appointments in the Department of Health Studies. Faculty members from the other academic departments in the College of Health Sciences and other units on campus also teach in the department.

As of fall 2010, 144 students were enrolled in the Department of Health Studies. The total number of students enrolled in the community health program grew from 11 in 2006 to 84 in 2011. Enrollment in the pre-physical therapy program has also significantly increased from 28 students in 2004 to 60 students in 2011. The number of students who declare a minor in Health Sciences increased from 10 in 2006 to 52 students in 2011. The majority of the students seeking a minor in health sciences are from the Board of Governor's program, College of Arts and Sciences, and nursing students. The exponential growth in student enrollment in the Department of Health Studies is indicative of the demand for the academic programs offered in the department.

A Master of Public Health (MPH) degree program was approved for Chicago State University on June 21, 2010 by the Illinois Board of Higher Education. Students were enrolled in the MPH program in fall 2011. The MPH program has a value-added component that focuses on minority health and health equity.

The enrollment pattern in the academic programs offered in the Department of Health Studies from fall 2004 to fall 2011 is presented on this page.



MPH students (L to R): Dennis Garrett, Suur Ayangeakaa, Robert Sumrell, Daleshia Kinney, Mark Reynolds, Morolayo Afolabi-Bello, Ishmael Reyna, Omolola Ajose, Richard Shaw, Lajanice Page, Nile-Elliot Hawkins

The Department of Health Studies has graduated over 60 students since its inception. Several of the community health program graduates have been admitted to MPH programs across the nation and many of the pre-physical therapy graduates have been admitted to the DPT program.

### Academic Programs

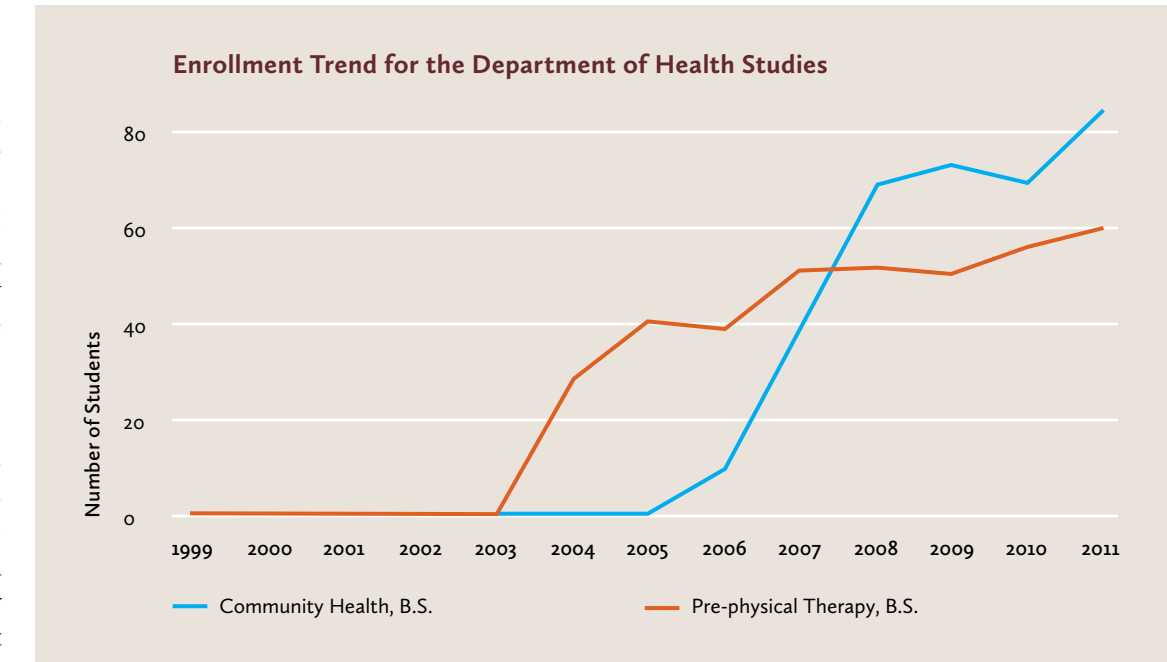
The primary goal of the Department of Health Studies is to provide high quality education in community health, public health and pre-physical therapy to culturally and economically diverse student populations to meet the admission requirements into professional educational programs in their chosen fields. The department also offers a minor in Health Sciences for students who are interested in health careers and need some health science courses in advancing their career paths.

### Unique Features of the Department

The Department of Health Studies provides instruction in small class

sizes which engenders close faculty-student interaction. The majority of the courses in the Department of Health Studies are offered in the evenings to accommodate the work schedules of the adult learners. In addition to increasing the number of evening classes offered, the department is exploring the possibility of scheduling classes on weekends

during the community health practicum which spans over two semesters. The service learning and practicum courses provide students with real-life experiences outside of the classroom. The Department of Health Studies has done a great job of developing partnerships with many state, county, and local health and human services agencies.



to attract more students. The course scheduling is flexible and accommodates the needs of non-traditional students who work full-time and prefer evening classes.

Community health and pre-physical therapy students benefit from the "hands-on" experience provided by the service learning course. In addition, the community health students gain valuable experience

### Instructional/Research Resources

The space occupied by the old bookstore in Douglas Hall was allocated in 2008 to the College of Health Sciences and is the primary location for the Department of Health Studies. The space has been redesigned and refurbished to produce two "smart" classrooms, one classroom each to nursing and health studies. Each of the classrooms can accommodate

40-45 students. In addition, three office spaces (department chairperson, secretary and one faculty member), a public health research laboratory and computer laboratory that seats 20 students complete the Department of Health Studies facilities, which are located in Douglas Hall. The office location for the remaining faculty members in the Department of Health Studies is in the Business and Health Sciences building.

State-of-the-art equipment, instructional aides and software have been purchased since the inception of the department in 2006. These include the following: XRF

of body mass index (BMI), organic vapor analyzers (standard laboratory and portable), self-contained breathing apparatus, hazardous material spill kit, ear muffs used at construction and other noisy environment assessments, microscopes, pH meters, Hazmat bags for first responders, laser Doppler module, transducer BP, MPVS-300 foundation system for monitoring cardiac function of rodent (the system is highly specialized, for determining left ventricular function), and the telemetric BP monitoring), Century portable toxic vapor analyzer, flame ionization and photo ionization detector, Pack eye, Gamma neutron radiation search device, carbon dioxide IAQ meter, particle counter, ERMI 36 (PCR) analyzer (component for mold test kit), Allergen Kit 2, Exstik 4-in-1 kit, lead check Aqua II, Draeger X-Plore Valve M/L, gas spectrometer, Toledo self-zeroing weight scale, wall mounted stadiometer, portable stadiometer, Holtain skin-fold caliper, midform large sliding calipers, plastic models for all body parts, Life Source quick response, digital blood pressure monitor, Life Source digital wrist blood, high barrier proshield, Coveralls hood and boots, Autoclave bags 25x35, Wilson V-Maxx safety goggles, Fisher brand disposable face shields, Bilsom Viking 29 ear muff, EAR express pod plugs, Fisher brand traceable, sound level meter, organic vapor monitor, Hazmat Simultest kit, 3M 6000 full-face respirator, emergency escape breathing, respirator, Fendall Pureflow 1000, emergency eyewash station, universal spill re-



Dr. William Ebomoyi demonstrates the XRF analyzer use for the analysis of atmospheric, paint-based, and soil-based level of lead and other heavy metals and particulate matter.

sponse, 3M chemical spill response, tools for genomic science, and plastic models for the human vital organs and dry-specimen.

Faculty in the Department of Health Studies utilize the equipment in the laboratory to prepare students for research and fieldwork experiences. The department uses local vendors or area resources to expose students to new technologies that are cost prohibitive.

#### Major Achievements

The Department of Health Studies has established collaborative agreements with many community and faith-based organizations. As a result of these partnerships the department has provided technical assistance in the area of health education, health promotion, disease prevention and general wellness to these organizations. Students from the department have participated in fund raising

activities for the American Cancer Society, the American Heart Association, the American Lung Association, and the American Diabetes Association. In addition, the students have participated in statewide initiatives including the Sister-Sister program, HIV prevention education sponsored by the Illinois Department of Public Health, Brothers and Sisters United against HIV/AIDS program. Additionally, the students have volunteered to actively participate in HIV prevention outreach programs on the CSU campus organized by the HIV/AIDS Research and Policy Institute.

Faculty members in the Department of Health Studies have presented their research at local and national scientific conferences and have published them in national and international peer-referenced scientific journals.

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# HIV/AIDS Research and Policy Institute



By Dr. Adedeji Adefuye

#### DEVELOPMENTAL MILESTONES

The vision for a center dedicated to research that will inform policy on HIV prevention, treatment and support of those living with HIV was conceptualized by the executive director of the Let's Talk, Let's Test Foundation, Lloyd Kelly, who pushed for funding to support such a center located on the Southside of Chicago. In 2003, Mr. Lloyd Kelly, CSU's former president, Dr. Elnora Daniel, Dr. Joseph Balogun and Dr. Patricia Sloan met with Dr. Eric Whitaker, the former director of the Illinois Department of Public Health, and State Representative Constance A. "Connie" Howard of the 34th District of Illinois, to discuss how this noble goal could be achieved. Following the meeting, a proposal was written by Dr. Patricia Sloan and Dr. Joseph Balogun and submitted to the Illinois General Assembly to fund the center. Representative Howard and State Senator Kimberly A. Lightford sponsored the African American HIV/AIDS Response Act (P.L. 94-0629) which was signed into law by former Governor Rod Blagojevich in October of 2005. In the legislation, CSU was mandated to conduct a study to investigate plausible links between HIV infection and incarceration. The legislation provided funding to support the incarceration study research effort from 2004-2007.

The HIV/AIDS Research and Policy Institute (HARPI) was established in 2004 and held its grand opening and ribbon cutting on Monday, February 7, 2005. In addition to the funding from the Illinois General Assembly, HARPI received yearly supplemental funding from the Illinois Department of Public Health from 2004-2009. Dr. Patricia Sloan served as HARPI's inaugural director. She served in this role till September, 2005, when Dr. Mainza Lukobo-Durrell was appointed as director. Dr. Durrell served as director till December, 2006. Dr. Adedeji Adefuye was appointed director in April 2007. Dr. Titilayo Abiona joined the Institute as research director in September 2006 and served in the position till June 2009.

Other staff members who have contributed to the development of the Institute include: Pamela Wren, the Institute's first project coordinator until 2005. Sanford Gaylord, who took over from Ms. Wren, served as project director until December 2006. Ivonne Anguh joined the Institute in February 2009 as project coordinator. Several research assistants were employed to work on projects and they all contributed greatly to the development of the Institute. The research assistants include: Wayne Scott-

in minority populations through research and policy. Embedded within this mission is a vision to develop the Institute into a center of research excellence, and to serve as a center for training and capacity-building for community-based HIV/AIDS prevention, care, and support organizations and agencies. The Institute implements its mission by drawing from the expertise and intellectual talents of CSU faculty with research experience in public health, behavioral and biological sciences, population-based



HIV prevention education outreach on CSU campus and in the community.

Williams, Josie McDonald, Jerome Goldstein, Patrice Robinson, Joseph Day, Carl Morgan and Dr. Emmanuel Osunkoya. Bernadette Chatman and Angela Roberts served at various times as administrative assistants at the Institute.

#### Mission

The mission of the HARPI is to address the disproportionate incidence and complex burdens of HIV/AIDS

needs assessment, program evaluation, communication and social marketing. HARPI facilitates research, policy analysis, and service that are culturally sensitive and responsive to the complexities that drive the HIV epidemic among ethnic minorities.

To achieve its mission HARPI collaborates with local community and faith-based organizations, health care organizations, advocacy groups and academic institutions nation-



Students obtain HIV prevention services from the HARPI outreach van.

ally and internationally. In addition, HARPI provides capacity development, technical consultation, and policy analysis to local agencies and organizations to enhance their abilities to deliver HIV/AIDS programming necessary for the development of sustainable communities.

#### Unique Features and Available Research Resources

The research projects and community services in which HARPI is involved are unique because they focus on racial and ethnic minority populations in the City of Chicago. The Institute strives to incorporate cultural competence and appropriateness in its programs to meet the needs of the population it serves. HARPI has submitted the Administrative, Research or Public Service Unit application to have the Institute listed among the research and service centers recognized by the Illinois Board of Higher Education (IBHE). As a result of the high quality research published in peer-referenced journals, HARPI is nationally recognized as a center of excellence in HIV/AIDS behavioral research. The major publications from the Institute can be accessed at

<http://www.csu.edu/collegeofhealthsciences/hivaidsinstitute/PublicationsReports.htm>.

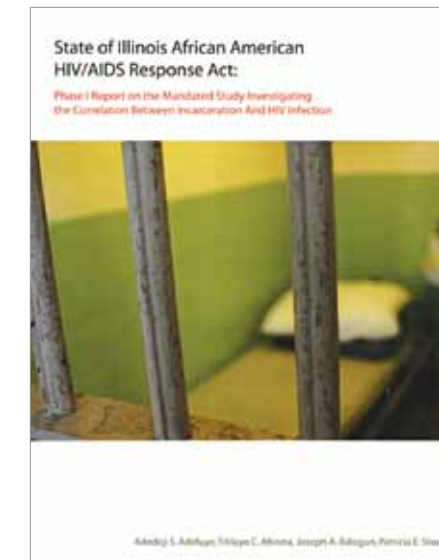
HARPI has equipment, reference materials and books to support its research. Equipment at the Institute includes the scantron machine for recording survey data, computers, printers, audiovisual aids (including LCD televisions and projectors), video and digital cameras, digital audio recorders, analytic software, including SPSS, STATA, and NVivo. The Institute has recently invested in the audio computer assisted survey instrument (ACASI) to improve reliability and validity of its studies and reduce possible biases often associated with interviewer administered surveys. Equipment needs are dictated by ongoing research projects.

#### Previous and Ongoing Research Activities

The African American HIV/AIDS Response Act (P.L. 94-0629) incarceration study implemented by HARPI was based on the beliefs that: 1) inmates engage in high risk HIV transmission behaviors while incarcerated; 2) inmates get infected with HIV while incarcerated; 3) infected inmates transmit HIV to their non-incarcerated sexual partners upon their release from prison; 4) high HIV prevalence rates in prison increase transmissibility among inmates and subsequently their partners once they are released; 5) incarceration increases risky sexual and social behaviors of former inmates compared to those that have never been incarcerated; and 6) incarceration disrupts



The study authors: Dr. Joseph Balogun, Dr. Titilayo Abiona, and Dr. Adedeji Adefuye.



Phase I of incarceration study monograph.

sexual relationships in a way that increases risky sexual behaviors among people who are incarcerated and non-incarcerated. Given the multiple factors driving HIV infection within and outside the prison environment, HARPI proposed a three-phase study to provide answers to fulfill the legislative mandate:

Phase I was a quantitative cross-sectional study of the prevalence of



Phase II of incarceration study monograph.

HIV risk behaviors among inmates of Illinois prisons. The study covered 1,819 inmates in seventeen State Correctional centers across the state. Phase II was a qualitative study using focus group discussions with forty seven recently released ex-offenders to find out the contexts in which HIV risk behaviors occur in prison and if there is a prison subculture that engenders the behaviors. The study

plan which was initiated in 2005 was completed in 2008. The study revealed that partners of incarcerated individuals also have a high HIV risk profile and could potentially infect HIV negative ex-offenders after their release from prison. The study findings were published in two separate monographs. In addition, the findings were disseminated at several professional conferences and in peer-referenced journals.

Phase III was a prospective study designed to assess HIV sero-conversion among inmates in Illinois prisons. Due to budgetary limitations, the prospective study design was replaced with a geographical information systems (GIS) mapping communities with the highest rates of HIV infection and the communities to which ex-offenders return after release from prison.

In 2006, HARPI initiated another study on the HIV knowledge, attitudes, beliefs, risk behaviors, and perception of risk among college students in the US. This study was expanded in 2008 to three other countries, Nigeria, South Africa, and Turkey through collaborations initiated by dean Balogun and Institute staff. Findings from this transnational study have been submitted for publication in professional journals.

Based on the findings from the incarceration study, HARPI is currently investigating the HIV risk behaviors of partners of incarcerated individuals. This study which uses the ACASI instrument is being done in two stages. Stage one investigated

the test-retest reliability of the instrument and was completed in December 2009. Stage two requires the use of a large sample and data collection is planned for the spring of 2010.

HARPI is currently conducting studies to assess the feasibility and acceptability of provider initiated opt-out testing for HIV among college students in the US and Nigeria. The data collection in Nigeria has been completed. The data collection in the US is ongoing in collaboration with Advocate Trinity Hospital. Other ongoing studies at the Institute include the investigation of the attitudes toward partner counseling for HIV/AIDS and the harm reduction and HIV prevention practices in US prisons. The attitude toward partner counseling study will utilize a qualitative focus group discussion design and will involve several age groups of African American and Hispanic men and women. The data collection for the prison harm reduction and HIV prevention study is through surveys of directors of prison systems in the fifty states and the District of Columbia. The study has been completed and a manuscript has been submitted for publication in a peer-referenced journal.

#### Services Provided by HARPI

In addition to its research mission, HARPI has developed service programs designed to benefit the university and neighboring communities, local HIV/AIDS agencies and organizations, individuals at risk for HIV infection and those living with the disease. Services provided

by HARPI include HIV prevention education outreach, capacity development, technical consultation, and policy analysis to community and faith-based organizations.

In 2005, HARPI purchased a mobile van to enhance its community outreach efforts. The van is used to disseminate educational materials, including materials on HIV/AIDS research, HIV testing using the Ora-Quick Advance test kits and testing for other sexually transmitted diseases (STD). The HIV and STD testings were implemented in collabora-

tion with the Chicago Department of Public Health (CDPH), Chicago Black Gay Men's Coalition and other community-based organizations.

tion with the Chicago Department of Public Health (CDPH), Chicago Black Gay Men's Coalition and other community-based organizations. HARPI has collaborated with several units and organizations on the CSU campus including; the Wellness/Health Center, Gwendolyn Brooks Center, Students Taking Action Against STD and HIV/AIDS (STAASH), CDPH, IDPH, Walgreens, the Office of Congressman Danny K. Davis, and Abbott Laboratories. HARPI has also sponsored several teleconferences and served



Members of the Liberian delegation and HARPI staff during a visit to the CSU Office of International Programs in February 2008.

as the host of the Chicago HIV Planning Group and the African American HIV/AIDS Think Tank meetings.

**Major Achievements**  
HARPI has successfully implemented two of the three planned studies under the African American HIV/AIDS Response Act. Phase three of the study could not be implemented

due to cessation of funds by the Illinois General Assembly. Two monographs on the study were published. In addition to the monographs, the findings were presented at scientific conferences and five manuscripts were published in peer-referenced scientific journals.

Through its research and service activities HARPI has attracted the attention of foreign governments. The Institute hosted a delegation from the South African Ministry of Health led by Dr. Deon Theys, deputy director, Department of Health in April, 2006. Similarly in February 2008, HARPI hosted a delegation from the Liberian Ministry of Health led by the deputy minister of health. Discussions with both delegations focused on developing partnerships for the development of research infrastructure and service programs.



(Left to Right) Dr. Adedeji Adefuye, Director HARPI, Mr. Lloyd Kelly, Executive Director, Let's Talk Let's Test Foundation, and Dr. William Johnson, Medical Director, Luck Care Center answer questions after the screening of Bill Duke's documentary.

In April, 2008, HARPI collaborated with the Office of Alumni Affairs to host a documentary on "HIV/AIDS among African Americans" produced by Hollywood star Bill Duke. The event, which included a

town hall discussion after the screening of the documentary, provided a forum for frank exchanges between experts in the HIV/AIDS prevention and care community, activists from the HIV/AIDS community, and individuals living with the disease.

To support its research activities HARPI continuously seeks external funding in collaboration with other agencies and academic institutions. One of the recent collaborations "HIV/STD Prevention Program for African American Males" is a grant submitted to the National Institutes of Health in conjunction with researchers from the University of Illinois at Chicago and the Pacific Institute for Research and Evaluation. The RO1 grant was funded for \$1.59 million over 4 years. HARPI's budget on the grant is about \$800,000 over 4 years. The grant will focus on condom education promotion for African American males and its implementation is expected to start in February 2010. Dr. Thomas Lyons was appointed the director of the Institute in April 2010.



Dr. Thomas Lyons current director of the HIV/AIDS Research and Policy Institute.

agencies and academic institutions. One of the recent collaborations "HIV/STD Prevention Program for African American Males" is a grant submitted to the National Institutes of Health in conjunction with researchers from the University of Illinois at Chicago and the Pacific Institute for Research and Evaluation. The RO1 grant was funded for \$1.59 million over 4 years. HARPI's budget on the grant is about \$800,000 over 4 years. The grant will focus on condom education promotion for African American males and its implementation is expected to start in February 2010. Dr. Thomas Lyons was appointed the director of the Institute in April 2010.

# Wellness/ Health Center



By Dr. Lisa Young

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## DEVELOPMENTAL MILESTONES

Prior to 1995, the Wellness/Health Center (WHC) was housed in a small room in the Robinson University Center. There were two staff members and no health care services were provided. The room primarily served as a First Aid station for the university community. The dean of the College of Health Sciences at the time, Dr. Lucille Davis had a vision to establish a center for faculty practice on campus. The WHC was subsequently relocated to the residence hall. In 1997, the WHC was moved to its current location in the Cook Administration building.

The development of the WHC started in 1997 with the hiring of a full-time family nurse practitioner, Dr. Lisa Young. At the time, the concept of a nurse directed university health center was rare, especially in Illinois. Today, nurse directed university health centers are fairly common nationally. From its inception, the WHC was organizationally located in the College of Health Sciences and over the years has utilized the expertise of the faculty.

In the beginning the challenges included inadequate space, shortage of qualified staff, limited supplies and equipment. The WHC began with two staff members. Currently the staff contingent has grown to include a nurse director, who oversees the daily operations of the center, a medical director, one office administrator, two full-time medical records staff, three student health aides and several part-time nurses employed as needed. From inception, the WHC has had no dedicated budget; it was primarily supported by the health fee which was then \$10.00 per student. This fee was the lowest of any university in the state and one of the lowest in the country.

In 1997 the services provided by the WHC included health education, monitoring of students' immunization status and human immunodeficiency virus (HIV) testing on campus in collaboration with Chicago Department of

Public Health (CDPH). When this relationship was established, CSU was one of the first universities in Illinois, and the first of any Historically Black Colleges and Universities to implement HIV testing on campus. At the time the stigma of HIV was prevalent and the program was controversial. Dr. Lisa Young was, in 1997, recognized with an award by the National Association for Equal Opportunity in Higher Education (NAFEO) for initiating a model for preventing the spread of HIV among university stu-

dated to provide immunization clinics, which provide opportunities for nursing students to practice their immunization skills under the supervision of faculty members. The WHC is one of the service learning sites for the College of Health Sciences. The WHC, Department of Nursing, University Police, and the Department of Chemistry participated in the first campus-wide disaster preparedness exercise in 2006. Since then there have been annual disaster/emergency preparedness simulation activities on



Breast examination and cancer screening awareness outreach with Susan G. Komen Breast Cancer Foundation on campus. Dr. Lisa Young (extreme right) and WHC staff.

#### Mission

The WHC's primary mission is to serve as a comprehensive health and educational resource center for the campus community. The center provides primary health care for students on the university health insurance program and promotes health and wellness on campus through health education.

#### Services and Program Offered

Today the WHC provides health care services that include immunization, physical exams, primary health care, laboratory services, HIV/STD and tuberculin testing, health education, consultation and referral.

Over the last two years, efforts have been focused on influenza prevention. The first community disaster exercise implemented on campus in 2006 was an influenza simulated scenario. In 2008 and 2009 fall semesters, an influenza prevention outreach campaign began with the dispensing of influenza kits to the campus community. Additional campus outreach

relating to influenza included a poster campaign on respiratory etiquette and hand washing signs in all the bathrooms on campus to heighten prevention and awareness. WHC has provided about 600 influenza prevention kits to the campus community. The kits included masks, thermometer, tissue, alcohol wipes, hand sanitizers and educational materials.

In 2008, to foster healthy lifestyle awareness on campus, the WHC began the distribution of Student Health 101, an online health educa-

#### Major Achievements during the Decade

A critical achievement has been the development of the WHC as a self-sustaining service unit that provides health care to the campus community. Unlike other public university health centers in Illinois, the WHC at CSU is financially self-supporting. The operations are supported primarily from reimbursement and fees collected from the health care services provided. In addition, the WHC derives part of its revenue from the

of the campus and neighboring communities, and the expansion of the center's services to more students at comparatively lower cost than other health care providers in the surrounding communities.

The use of peer health educators on campus has been successful in creating more awareness among students of various health issues. During the first few years of engaging peer health educators, students travelled to professional conferences for extensive training and networking with HIV professionals around the country. As a result of these experiences the Students Taking Action Against STD and HIV (STAASH) was formed.

The WHC participated in the National College Health Assessment survey during the spring 2006 and 2007 semesters. The American College Health Association (ACHA) designed the National College Health Assessment (NCHA) survey to provide information on students' health behaviors and their perceptions of the most common health issues. This study surveyed students in an urban, public, minority-serving institution (MSI) to capture their general/preventive health behaviors and their perceptions on the most common health issues. The responses of the students from the MSI were compared with the norms published by ACHA during the 2006 semester (N=94,806). The findings revealed significant differences in the general/preventive health, violence behavior, alcohol, tobacco and other drug use and sexual behaviors between

students from the MSI and the normative group. The study finding was used to plan health education programs to improve the attitudes, behaviors, and overall health of the students in the MSI whose behaviors and attitudes may be influenced by the communities in which they live. A follow-up study was conducted to evaluate staff and student responses to observed threats and violence on campus. The NCHA survey has been revised and will be re-administered in the coming year.

An exciting resource currently being developed is the implementation of a state-of-the-art electronic medical record program. The new "point and click" system will assist the WHC in providing improved health services through this technological enhancement. The WHC has provided the Counseling Center access to one component of the system for its own records management. Implementation of the electronic medical records program has enhanced better tracking of services and improve overall service delivery.



Cook County mobile mammography unit provides screening services on CSU campus.



CSU police direct traffic during a disaster simulation event on campus.

dents. The relationship between the WHC and CDPH was later expanded to include mammography and testing for HIV and other sexually transmitted diseases (STDs).

Over the years WHC has collaborated with several units and departments on campus. The Department of Nursing and WHC have collabo-

campus coordinated by the WHC.

In addition to campus collaboration, many external partnerships have been developed over the years with governmental agencies, hospitals, media outlets, foundations and community-based organizations: Illinois Department of Public Health, National Kidney Foundation, Ameri-

can Cancer Society, Red Cross, Chicago Women's AIDS Project, Planned Parenthood, Life Source, Gift of Hope, Cook County Mobile Mammography Unit, Southside Help Center, Midwest AIDS Education and Training Center, Advocate Trinity Hospital, Mademoiselle Magazine, Black Entertainment Television, and NAFEO.



Peer educators create awareness of health issues on campus.

tional newsletter. Other avenues used to disseminate health information to the campus community include email blasts and messages on the CSU webpage.

influenza vaccines provided to CSU employees under the State of Illinois contract.

Other accomplishments include the development of collaborative relationships to meet the health needs

# Grants and Publications

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By Dr. Joseph A. Balogun

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## TRAINING AND RESEARCH GRANTS

College of Health Sciences faculty and administrators compete successfully in obtaining research and training grants to supplement the dwindling funding from the state government. The following grants were received in the last decade:

**2011-2015** Facilitating Occupational Therapists' Collaboration in Urban School Settings (FOCUS) funded by the U.S. Department of Education to enhance the number of highly qualified occupational therapists prepared to work in urban schools; \$ 1.2 million.

**2010-2014** An NIH RO1 collaborative grant between the HIV/AIDS Research Institute, University of Illinois at Chicago, and the Pacific Institute for Research; \$1.60 million.

**2007-2010** Nursing Enrichment, Chicago Community Trust Foundation, \$100,500.

**2008-2011** Training Occupational Therapists to Practice in Schools (TOPS). US Department of Education, Office of Special Education Programs, \$ 800,000.

**2007-2010** Transitional Allied Health Partnership. FY 2008 Innovative Grants: State of Illinois Board of Higher Education, \$300,000.

**2008** HIV/AIDS Research and Policy Institute, Illinois State Department of Public Health, \$59,240.

**2007** African American HIV/AIDS Response Act Incarceration Study Awarded to the HIV/AIDS Research and Policy Institute, Illinois General Assembly, \$400,000.

**2007** Nursing Enrichment. CIGNA Foundation, \$5,000.

**2007** Assessment of the Institute's capacity to provide HIV/AIDS prevention services and linkages to case management and treatment in African American communities, HIV/AIDS Research and Policy Institute, Illinois Department of Public Health, \$50,000.

**2006** HIV/AIDS Research and Policy Institute. Illinois Department of Public Health; Supplemental award in support of the incarceration study, \$ 60,000.

**2006** African American HIV/AIDS Response Act Incarceration Study Awarded to the HIV/AIDS Research and Policy Institute, Illinois General Assembly, \$480,000.

**2006** HIV/AIDS Research and Policy Institute, Illinois Department of Public Health, \$180,000.

**2005-2008** Chicago State University's Access to Nursing Care through Service Learning, Department of Health and Human Services, Health Resources and Services Administration, \$744,717.

**2005** African American HIV/AIDS Response Act Incarceration Study Awarded to the HIV/AIDS Research and Policy Institute, Illinois General Assembly, \$400,000.



The College of Health Sciences collaborated with South Suburban College and Richard Daley College, to launch a Transitional Allied Health Educational Partnership (TAHEP) program designed to increase the number of ethnic/racial minorities in health professions. The project was supported by IBHE under the Innovative Higher Education Cooperation funding stream. Members of the project implementation committee pose for a picture after one of the planning meetings: **Front Row: (left to right) Abimbola Adeleke, and Dr. Emmanuel Osunkoya. Middle Row: (left to right) Dr. Rachele Stewart, Christine Calhoun, Dean Joseph Balogun, Dr. Tom Kodogeorgiou, Dr. William Ebo-moyi, and Dr. Leslie Roundtree. Back Row: Dr. Adedeji Adefuye.**

**2005** HIV/AIDS Research and Policy Institute, Illinois Department of Public Health, \$150,000.

**2004** African American HIV/AIDS Response Act Incarceration Study Awarded to the HIV/AIDS Research and Policy Institute, Illinois General Assembly, \$600,000.

**2004-2007** Diabetes Education Outreach Project. National Historically Black Colleges and Universities Research Network for Health Services and Health Disparities, Sub-contract for \$32,000.

**2003-2006** Chicago State University's Nursing Career Ladder Project. Department of Health and Human Services, Health Resources and Services Administration, \$746,312.

**2003-2006** Project PROGRESS: Chicago State University's Nursing Diversity Project. Department of Health and Human Services, Health Resources and Services Administration, \$659,374.

**2003** Public Health Nursing Field Experiences in State/Local Health Departments for BSN Students. Basic Nurse Educational Practice Program. Department of Health and Human Services, Health Resources and Services Administration, \$24,878.

**2001-2002** Chicago State University's Helen Fuld Educational Mobility Proposal. Helene Fuld Health Trust, \$100,000.

**2000-2003** Multi-disciplinary Community-Based Clinical Education. Department of Health and Human Services, Health Resources and Services Administration, Allied Health Grant Program, \$404,750.

## SCHOLARSHIP AWARDS

The CSU Foundation annually provides scholarships ranging from \$5,000 to \$10,000. The dean and the chairs of the departments of Nursing and Occupational Therapy annually submit applications under the Scholarship for Disadvantaged Students program to the Department of Health and Human Services, Health Resources and Services Administration. The number of awards and amount received over the last decade is represented on page 49.



**Publication**

The following manuscripts were published by the College of Health Sciences faculty and administrators in peer-referenced journals or as book chapters or monographs, between 1999 and 2011:

**2011**

Mustanski B, Lyons T, Garcia SC (2011). Internet use and sexual health of young men who have sex with men: A mixed-methods study. *Archives of Sexual Behavior*, 40 (2): 289–300.

thematic units and the imperatives for African Scientists to become active participants in genomic research. *Journal of Applied Global Research*,(4) 9: 47–66.

Ebomoyi, E.W. (2011). Establishing genome sequencing centers, the thematic units in the developing nations and the potential medical, public health and economic implications *Journal of Drug Metabolism & Toxicology* (2) 1: 1–12.

Balogun JA, Abiona T. Lukobo-Durrell M, Adefuye A, Amosun S, Frantz J, Yakut Y. (2011). Readability and test-retest reliability of a psychometric instrument designed to assess HIV/AIDS attitudes, beliefs, behaviours and sources of HIV prevention information of young adults. *Health Education Journal*, 70 (2): 142–159.

Balogun JA, Abiona TC, Yohannes E, Adefuye A, Amosun SL, Frantz J, Yakut Y. (2011). HIV/AIDS knowledge, perception of knowledge, and sources of information among university students in USA, Turkey, South Africa and Nigeria. *Health Education Journal* (in press).

Ijadunola K T, Abiona TC, Balogun JA, Aderounmu AA (2011). Provider-Initiated (Opt-out) HIV testing holds the potential for improved HIV prevention interventions among university students in Nigeria. *European Journal of Contraception and Reproductive Health* (in press).

Baldwin CM, Germain M, Reynaya-Orneleus (2011). Disaster and disaster pedagogy. *Teaching Thanatology*, 37 (2). www.ahec.org

Bea Ade-Osifogun (2012). Prevention and management of “Do Not Return” notices: A quality improvement process for supplemental staffing nursing agencies. *Nursing Forum* 7 (2): 106–115.

**Book Chapter/Monograph**

Lurigio, A., Lyons, T. Criminality and co-occurring psychiatric and substance use disorders. In J.B. Helfgott, (ed.) *Praeger Handbook of Criminal Psychology*. Praeger Publishers, in press.

Williams, C., Lyons T. Public health costs in the legalization debate. In Tate K. (ed.) *Something's in the Air: Race and the Legalization of Marijuana*. University of California Press, in press.

**2010**

**Faculty/Staff Publications in Peer Referenced Journals**

Brion JM, Rose CD, Nicholas PK, Maryland M et al. (2010). Unhealthy substance-use behaviors as symptom-related self-care in persons with HIV/AIDS. *Nursing and Health Sciences* doi: 10.1111/j.1442-2018.2010.00572.x

Lyons, T., Berger D, Masini B, Pinna G. Self-reported psychological distress associated with steroid therapy for HIV. *International Journal of STDs and AIDS*, 21 (12): 832–834, 2010.

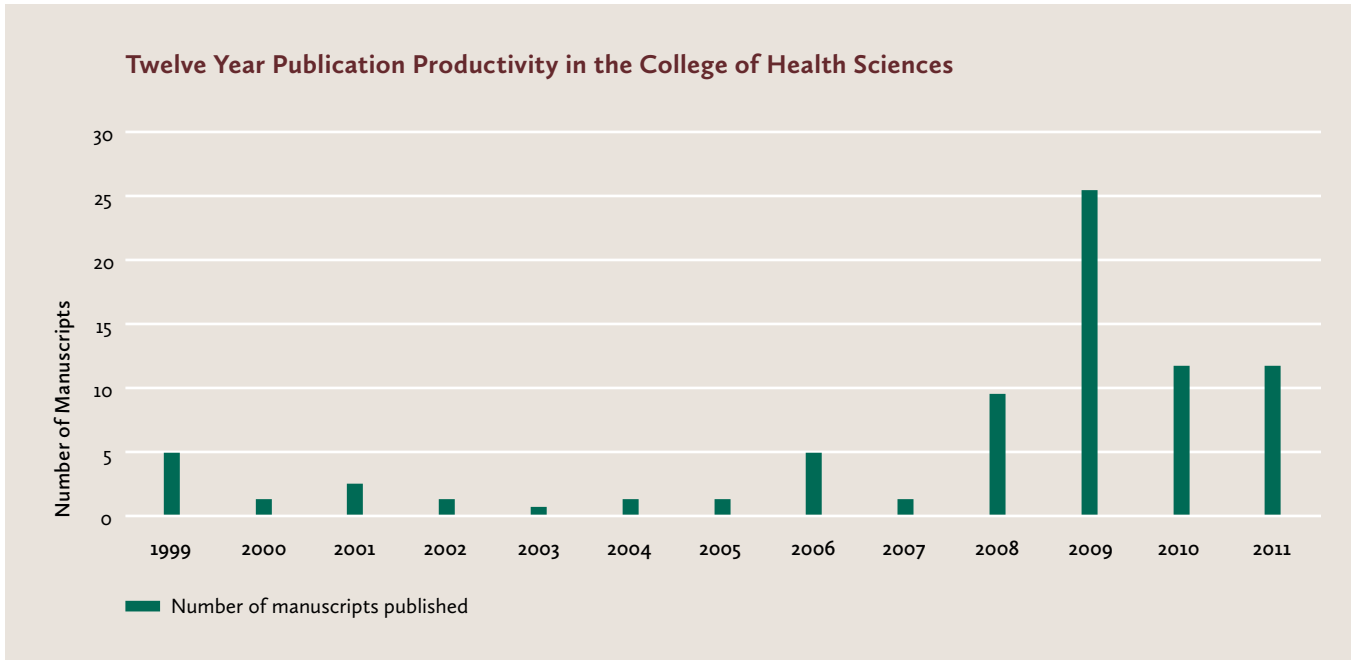
Williams PA, Sallar AM. HIV/AIDS and African American Men: urban-rural differentials in sexual behavior, HIV knowledge, and Attitude Towards Condoms Use. *Journal of the National Medical Association*, 102: 1139–1149, 2010.

Balogun JA, Abiona T, Lukobo-Durrell M, Adefuye A, Sloan PE. Development and evaluation of a psychometric instrument designed to assess HIV risk behaviors of prison inmates. *Journal of Correctional Health Care*, 16 (1), 67–78, 2010.

Abiona TC, Balogun JA, Adefuye A, Sloan PE. Body art practices among inmates: Implications for transmission of blood borne infections. *American Journal of Infection Control*, 38 (2): 121–129, 2010.

Balogun JA, Broderick K, Dolan-Aiello M. Comparison of the EMG activities in the vastus medialis oblique and vastus lateralis muscles during hip adduction and terminal knee extension exercise protocols. *African Journal of Physiotherapy and Rehabilitation Sciences*, 2 (1): 1–5, 2010.

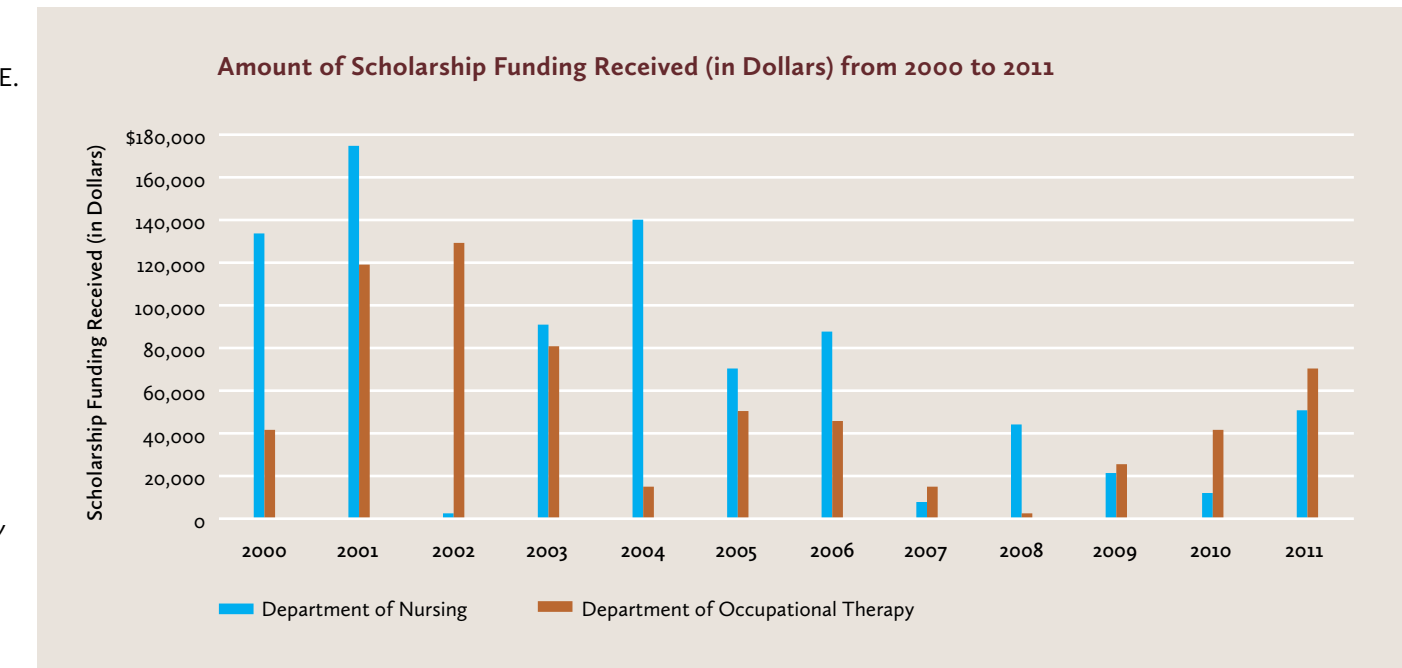
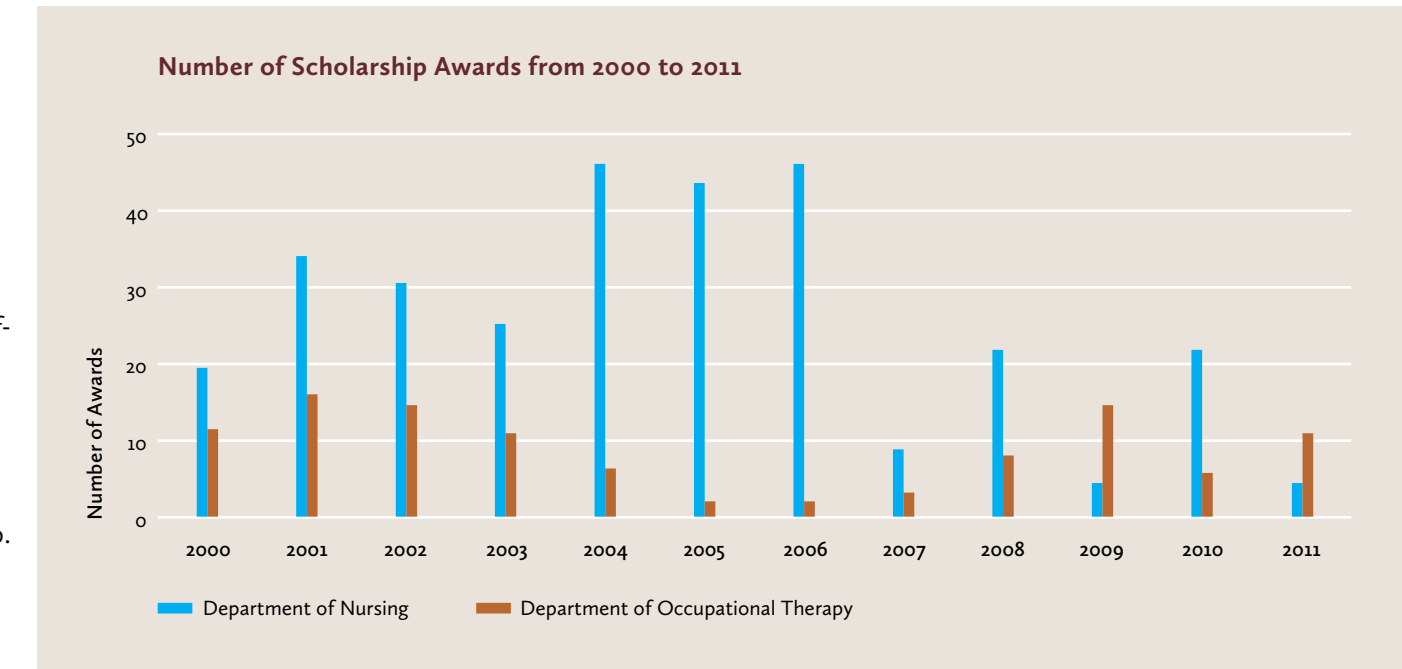
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# Vital Statistics

## COLLEGE OF HEALTH SCIENCES

### Enrollment Trend Data: Fall 1999 – Fall 2011\*

Major	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Health Information Admin, B.S.	51	36	47	41	50	53	65	69	60	57	57	78	67	731
Health Information Admin, Post-Bacc Certificate	0	0	0	1	3	3	2	4	2	1	1	0	0	17
Community Health, B.S.	0	0	0	0	0	0	0	11	39	68	73	69	84	344
Pre-Occupational Therapy, B.S.	0	0	0	0	54	60	48	63	56	57	71	103	96	608
Pre-Physical Therapy, B.S.	0	0	0	0	0	28	40	39	50	51	51	56	60	375
Nursing, Basic B.S.	404	360	324	295	325	443	561	659	609	609	605	631	623	6,448
Nursing, RN, B.S.	13	16	28	17	10	10	4	2	1	0	0	3	-	104
Nursing, LPN, B.S.	1	1	13	11	32	20	14	6	3	1	5	2	-	109
Nursing, CNA, B.S.	0	0	0	2	5	23	33	29	10	13	37	33	-	185
Occupational Therapy, B.S.	210	137	124	98	28	13	4	-	-	-	-	-	-	614
Occupational Therapy, M.O.T.	0	0	0	0	0	4	9	20	25	31	40	48	57	174
Master of Public Health, MPH	-	-	-	-	-	-	-	-	-	-	-	-	4	4
Master of Science in Nursing, MSN	-	-	-	-	-	-	-	-	-	-	-	-	1	1
<b>Total</b>	<b>679</b>	<b>550</b>	<b>536</b>	<b>465</b>	<b>507</b>	<b>657</b>	<b>780</b>	<b>902</b>	<b>855</b>	<b>888</b>	<b>940</b>	<b>1,023</b>	<b>992</b>	<b>9,774</b>
University Enrollment Data	7,580	6,914	7,079	7,158	7,040	6,835	7,131	7,035	6,810	6,820	7,235	7,362	6,882	-

\* Courtesy of the Office of Effectiveness and Research

# Faculty and Staff List

## DEANS OFFICE

Name of Faculty/Staff	Highest Degree	Academic Rank/Title	Specialty
Joseph A. Balogun	PhD	Distinguished University Professor and Dean	Physical Therapy
Damon Arnold	MD, MPH	Interim Assistant Dean	Public Health
Tanya Sobosan	MSW	Academic Performance Coordinator	Social Work
Sandra Fuller		Administrative Aide to the Dean	

## DEPARTMENT OF HEALTH STUDIES

Thomas Britt	MD, MPH	Interim Chair	Medical Science
William E. Ebomoyi	PhD, MPH	Professor	Epidemiology
Karen R. Hardney	M.Ed.	Assistant Professor	Radiological Science
Patrick B. Williams	PhD, MPH	Associate Professor	Health Promotion/Health Education
Emmanuel Osunkoya	MD, MPH	Coordinator of the Pre-Physical Therapy Program MPH Faculty Advisor	Biomedical Sciences
Ivonne Anguh	MBA, MPH	Project Coordinator and Coordinator of the Community Health Program	HIV Behavioral Research and Health Education
Yashika Watkins	PhD, MPH	Assistant Professor	Health Administration/Policy
Quintin Williams	PhD, MPH	Assistant Professor	Occupational Health and Safety
Rhonda White	MS, PT	Adjunct Lecturer	Physical Therapy
Victor Ilegbodu	PhD, MPH	Adjunct Lecture	Environmental Health
Celia Hall Francies		Office Support Specialist	

#### DEPARTMENT OF HEALTH INFORMATION ADMINISTRATION

Name of Faculty/Staff	Highest Degree	Academic Rank/Title	Specialty
Rachelle Stewart	DrPH	Associate Professor, Chair	Management, Quality and Regulatory Standards
Barbara Price	Ed.D.	Assistant Professor	Quality and Technology
Adrienne Borden	MHS	Lecturer	HIM Foundations and Legal
Lawrence Willis	MS (Ed)	Adjunct Lecturer	Technology, Quality and Health Care Systems
Shelley Oglesby	M.Ed.	Adjunct Lecturer	Coding/Classification Systems
Illona Lewis	MBA	Adjunct Lecturer	Coding/Classification Systems and Technology
Joyce Aryee		Office Support Specialist	

#### DEPARTMENT OF OCCUPATIONAL THERAPY

Leslie K. Roundtree	DHSc	Associate Professor, Chair	Mental Health, Geriatrics, Management
Sarah Austin	PhD	Assistant Professor	Mental Health, Assessment and Measurement
Wanda Mahoney	PhD	Assistant professor	Developmental Disabilities Children and Adults
Regina Smith	DHSc	Assistant Professor	Pediatrics, Transition Services, Sensory Integration
Elizabeth Wittbrodt	MHS	Associate Professor	Physical Disabilities, Neurological Disorders, Burns
Elizabeth Wanka	DrOT	Associate Professor	Pediatrics and Physical Disabilities
Leslie Jackson	MEd	Lecturer	Pediatrics
Joyce Hollis	BS	Fieldwork Specialist	Fieldwork Management
Shirley Hopkins Johnson		Office Support Specialist	

#### DEPARTMENT OF NURSING

Name of Faculty/Staff	Highest Degree	Academic Rank/Title	Specialty
Rosemary Ricks-Saulsby	PhD	Assistant Professor, Chair	Community Health
Jochebed Ade-Oshifogun	PhD	Assistant Professor	Medical-Surgical/ Obstetrics
Mary Anderson	MSN	Assistant Professor	Community Health
Debbie Bryant	MSN	Lecturer	Medical-Surgical/ Obstetrics
Patricia Fleming	MSN	Lecturer	Mental Health
Monique Germain	MSN	Assistant Professor	Community Health
Regina Grabowski	DNSc	Assistant Professor	Medical-Surgical
Beverly Letcher	MSN	Lecturer	Medical-Surgical/ Obstetrics
Florence Miller	MSN, MPH	Lecturer	Pediatrics/Obstetrics
Fabienne Williams	MSN	Lecturer	Mental Health
Janita Halliman	PhD	Visiting Assistant Professor	Health Policy/Management
Euphemia Connell	MSN	Lecturer	Medical-Surgical
<b>Part-Time Faculty</b>			
Name of Faculty/Staff	Highest Degree	Academic Rank/Title	Specialty
Sabita Busch	DNSc	Professor	Obstetrics/Pediatrics
Patricia Prendergast	DNSc, RN	Retired Associate Professor	Medical-Surgical
Wilton Evans	EdD	Lecturer	Pathophysiology
Virginia Pletzke	MS	Lecturer	Nutrition
Leona Anderson	MSN	Clinical Instructor	Pediatrics/Obstetrics
Ketty Honore	MSN	Clinical Instructor	Medical-Surgical
Brenda Jones	MSN	Clinical Instructor	Medical-Surgical
Paula Smith	MSN	Clinical Instructor	Mental Health
Jacqueline Brooks	MSN	Clinical Instructor	Medical-Surgical
Jan'Nita Caine	MSN	Clinical Instructor	Pediatrics/Obstetrics
Deborah Hill	MSN	Clinical Instructor	Medical-Surgical
Apryll Lloyd-Jackson	MSN	Clinical Instructor	Medical-Surgical
Carol Taylor-Lagredelle	MSN	Clinical Instructor	Mental Health

#### DEPARTMENT OF NURSING PART-TIME FACULTY CONTINUED

Name of Faculty/Staff	Highest Degree	Academic Rank/Title	Specialty
Barbara Julion	MSN	Clinical Instructor	Medical-Surgical
Palette Walton	MSN	Clinical Instructor	Medical-Surgical
Rosemary White	MSN, FNP	Clinical Instructor	Medical-Surgical
Beatrice Maraizu	MSN	Clinical Instructor	Medical-Surgical
Angelia Lewis	MSN	Clinical Instructor	Obstetrics
Idrissa Bamba	BS	Technology Coordinator	Computer Technology
Sharon Burden	BA	Office Administrator	General Studies
Soledad Garcia		Office Support Specialist	

#### HIV/AIDS RESEARCH AND POLICY INSTITUTE

Thomas Lyons	PhD	Director and Assistant Professor in Health Studies	HIV Behavioral Research
Shakirudeen Amuwo	PhD, MPH	Research Scientist and Research Assistant Professor in Health Studies	HIV Behavioral Research and Biostatistics

#### WELLNESS/HEALTH CENTER

Lisa Young	DNP	Director	Family Practice
Ronald Hickombottom	MD	Physician/ Medical Director	Internal Medicine
Paulette Walton	BSN	Staff Registered Nurse II	Nursing
Erica Davis	BSN	Staff Registered Nurse II	Nursing
Lynda Jean Baptiste	BS	Medical Records Administrator I	Health Information Administration
Sharahn Graves		Medical Records Administrator	Medical Records
Ikeana Okeke		Student Health Aide	Student-Business Marketing major
Christine Watkins		Student Health Aide	Student-OT major
Danielle Anderson		Student Health Aide	Student-Information Technology

# Beginning a New Chapter

By Dr. Joseph A. Balogun

• 1967

• 1970

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#### OPPORTUNITIES AND CHALLENGES

Our past successes were made possible through the ingenuity, dedication and hard work of the faculty, administrators and staff. In the last decade, with a fluttering economy, we were expected to do more with fewer resources coming from the state capital. Consequently, our various accomplishments listed in this publication were achieved without any increase in financial allocation to the College. We rose to the draconic economic challenges by seeking external funds to supplement the allocation from the university. Kudos to Dr. Patricia Sloan, assistant dean 2003-2007, and other faculty and administrators, who worked hard to write grants that made this possible.

There are new opportunities and inevitable challenges on our horizon. In moving forward, we need to reposition our College as we become even more adaptive and pragmatic to meet the economic realities of our time. Accordingly, we plan to continue with the development of new academic programs that are in high demand.

The Master of Public Health (MPH) degree program offered in the Department of Health Studies has concentrations in health promotion and disease prevention, and human service management. Future goals are to develop additional concentrations in the MPH program to meet state and national needs in bioterrorism, emergency preparedness and environmental health. The Master of Science in Nursing (MSN) program offered in the Department of Nursing has concentrations in community health nursing, nursing education and nursing administration. Additional classroom, office and laboratory spaces are needed for the MPH and MSN programs to flourish.

We are currently seeking external funding to: 1) expand the Nursing Learning Resources Center (NLRC) from its current capacity of 4,698 Sq ft to 10,000 Sq ft, and 2) provide additional state-of-the-art equipment that will simulate the hospital environment. The upgrade of our infrastructure will enable the Department of Nursing to increase the number of students admitted into the basic professional nursing program each year from 45 to 65 students.



Dr. Damon Arnold, Interim Assistant Dean, College of Health Sciences



College of Health Sciences graduating students celebrate their achievements at the 2009 commencement.

The Illinois economy is still in dire straits and the road ahead will not be easy as state funding for higher education is projected to be “flat” at best, or on the decline. As we take time to celebrate our past accomplishments, work has begun on our next journey forward. The foundation to elevate the profile of our College to greater heights is in place, but we need to use our creativity to make it happen. Our destiny is in our hands.



Nursing students at the 12th Annual College of Health Sciences Induction Ceremony, May 2009.

# Our Alumni

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## COLLEGE OF HEALTH SCIENCES

The College of Health Sciences at CSU has become a gateway to the transformation of the lives of students from Illinois and beyond. Our role in providing access to many who have been excluded from the economic and educational mainstream of the society is significant, and all the more so because our success is closely linked to the success of educating minority students in Illinois. About 30-40% of the African American nurses, occupational therapists and health information administrators with baccalaureate degrees from Illinois public universities are graduates of CSU (IBHE Data Bank, 2007/2008). Over 90% of our graduates serve in the Chicago metropolitan area and continue to make vital contributions to the delivery of health care services in our community.

Since the inception of the first health discipline at CSU in 1971, we have graduated over 2,000 health care professionals—nurses, therapists, health information managers and community health educators. Our graduates are making critical contributions to the economic development of the nation and we are proud of their accomplishments. Their professional success is a reflection of the quality education that they receive from our faculty here at CSU. We present below testimonies on their “CSU experience” from a cross-section of our graduates.

## Department of Nursing Alumni

**Debbie Bryant, RN, MSN, Class of 2003, BSN**  
CSU Faculty Member, Department of Nursing

*CSU did a phenomenal job academically in preparing me as a registered nurse and for graduate school.*

**Michelle McClure DNP, FNP-BC, Class of 1990, BSN**



*I'm a new graduate of a Doctor of Nursing Practice program. What I remember most about my time at CSU were the professors and mentors I had as a student. The professors expected a lot from the students but were very supportive of us. They got the students involved in service learning and membership in professional organizations like the Chicago Chapter National Black Nurses' Association. The black nurses and educators were my first black professional role models. No one in my family had achieved a college degree at that point. With these relationships, they affirmed my beliefs, hopes, and determination and I was able to build my skills and confidence as a professional registered nurse. These skills later translated to me becoming a family nurse practitioner and achieving my doctorate.*

#### Department of Nursing Alumni continued

**Dr. Regina Grabowski, RN, MSN, DNSc,  
Class of 1980, BSN**  
CSU Faculty Member, Department of Nursing

*The education at CSU laid the foundation for me to obtain my master's and doctoral degrees in nursing.*

**Dr. Mary Maryland, RN, MSN, PhD,  
Class of 1980, BSN**



*CSU prepared me very well as a BSN completion student. The faculty provided their expertise as educators and practicing clinicians to guide the development of my nursing career.*

**Evonda Thomas, RN, MSN, DHA, Class of 1996, BSN**  
Director of the Evanston Department of Health and Human Services



*As an adult learner, I was given the freedom to function as an independent critical thinker.*

**Patricia Fleming, RN, MSN, Class of 1992, BSN**  
CSU Faculty Member, Department of Nursing



*The faculty provided excellent role models and motivated me to pursue higher degrees.*

#### Occupational Therapy Alumnus

**Kelli Williams Gary, Ph.D., MPH, MS, OTR/L,  
Class of 1995**  
Post-doctoral Research Fellow, Virginia Commonwealth University, Dept. of Rehabilitation Counseling, Richmond, VA



*At CSU, I was instilled with the knowledge and practical skills to successfully fulfill my duties and responsibilities as an occupational therapist and rehabilitation manager in numerous practice settings. I was well prepared for the national certification examination which I passed at first attempt and later completed my doctorate.*

#### Health Information Administration Alumni

**DeShawna Hill-Burns, RHIA, Class of 1995, BS**  
Director Health Information Management Revenue Cycle and HIPAA Coordinator, Advocate Trinity Hospital, Chicago, IL.



*My journey was not easy, but the training I received has helped me advanced my career in the health information management field.*

**Rhea A. Henderson, RHIA  
Class of 1995, BS**  
Manager, Health Information Management Advocate Health Centers

*I was not only challenged to understand the textbook portion of my education but I was also challenged to apply that knowledge to real world HIM experiences. My CSU education provided me the "hands on" experiences in both traditional and non-traditional settings. If I had it to do it all over again, it will be CSU!*

**Susan Oh, RHIA, Class of 1998, BS**  
Director, Health Information Management and Privacy Officer, Mercy Hospital and Medical Center, Chicago, IL.



*I am very fortunate to have had professors that were compassionate and believed in me. CSU has helped me exceed my expectations with all the success that I have encountered in my professional development.*

**Ramona Jenkins-O'Neal, RHIA, MJ, CHC,  
Class of 1997, BS**  
Compliance Officer, Advocate Health Care, Chicago, IL.

*The CSU program met my educational needs at an affordable cost and convenient location. Within a few months of earning my baccalaureate, I passed the rigorous RHIA examination. The combination of my education and work experience inspired me to pursue and complete a master's degree in health law which has allowed me to expand my career path into healthcare quality and compliance.*



## Health Information Administration Alumni continued

**Joyce Shannon, RHIA, MHS, Class of 1988, BS**  
Director of Health Information Management,  
Jesse Brown VA Medical Center.

*The average CSU student comes to college with many commitments, including family, employment and possibly elderly parents to care for. It is this profile that makes the CSU student unique. The uniqueness allows me to find strength in the many obstacles that I face daily as a professional and in creating my own personal and professional success.*

**Brenda F. Singleton, RHIA, MHS, Class of 1988, BS**  
Outpatient Coding Compliance Coordinator/Auditor,  
Rush University Medical Center, Chicago, IL.



*The dedicated professors gave selflessly and tirelessly their time, patience and at times even their money to ensure we were well prepared for our careers. They made us believe in ourselves and refused to let us give up. I will forever be grateful for the smooth transition I made from student to a professional. When I attended graduate school I carried those same ideals and principles with me in earning me Masters degree in Health Administration.*

**Lawrence Willis, RHIA, MS (Ed.), Class of 2002, BS**  
Director, Health Information Management/Quality Improvement, St. Bernard Hospital, Chicago, IL.



*My education at CSU provided me with the knowledge to enter today's ever changing healthcare arena. It paved the way for me to have success at the graduate level. I have since obtained my Master's degree in educational Leadership and am currently a doctoral candidate in the educational leadership program at CSU.*

**Theresa Wisdom, RHIA, MBA, Class of 1986, BS**  
Senior Manager, HITSP Standards Harmonization,  
Healthcare Information and Management Systems Society, Chicago, IL.



*My CSU education prepared and challenged me to continue to build my skills for the ever changing future of Health Information.*

# Messages from Stakeholders

• 1965

• 1970

• 1971

• 1980

• 1990

• 1999

• 2000

• 2003

• 2007

• 2010

• 2011

• 2012

## MESSAGES FROM STAKEHOLDERS

We present in the following pages messages from our stakeholders to commemorate the 40th year anniversary of the launching of the first health science baccalaureate degree program at Chicago State University.

## CHICAGO STATE UNIVERSITY COMMUNITY

- Provosts
- Deans
- CSU Board of Trustees Members
- College Advisory Board members, Dr. Berlean Burris

## EXTERNAL WELL WISHERS

- Honorable Constance Howard
- Congressman Danny Davis
- Congressman Jesse Jackson, Jr.
- Senator Roland Burris
- Senator Richard Durbin

## CHICAGO STATE UNIVERSITY COMMUNITY

### Former Provosts

I joined the faculty in the College of Education in 1972 (retired in 2004), one year after the inception of the first health science discipline at Chicago State University in 1971. Throughout my tenure in the College of Education, the Colleges of Health Sciences and Education had a collaborative association. Initially, the primary program focused on was nursing. Since 1972, the College of Health Sciences broadened its scope

widely to include undergraduate and graduate degrees in various health science fields, including nursing. In the 1970s, the dean at that time (Dr. Berlean Burris), through a grant, asked me and a colleague to assist in the examination of instructional materials, develop appropriate assessments, and establish instructional programs to strengthen health science students' performance. Later, in 2000, Dean Joseph Balogun and I collaborated once again to establish a strong pro-

gram of assessment for nursing students. Dean Balogun, a strong proponent of assessment and, more importantly, acting on the results of assessment, has ensured high pass rates on licensure examinations. It gives me great satisfaction to have been a part of the development of the College of Health Sciences and to observe its many successes, particularly their continued program accreditation and the establishment of the HIV/AIDS Research and Policy Institute.

Genevieve Lopardo, PhD  
*Executive Director, Chicagoland Regional College Program  
(Formerly Provost and Dean of the College of Education)*



In 2004 I arrived at Chicago State University to assume the position of Provost and Vice President for Academic and Student Affairs. During the following two and one half years it was my pleasure to work very closely with Dean Joseph Balogun and his team in the College of Health Sciences.

During that short period, Dr. Balogun and his team in the Departments of Nursing, Occupational Therapy, Health Studies and Health Information Administration as well as the HIV/AIDS Education Research and Policy Institute thrived and were successful at every professional accreditation challenge at the highest level. The graduates from the College of Health Sciences continue to perform at and above State and National levels in their professional examinations. Consequently they are found in various professional settings and continue to be ambassadors for Chicago State University and a credit to the citizens of Illinois who have contributed to their education. I have every confidence that the College of Health Sciences at Chicago State University under the skilled and talented leadership of Dr. Joseph Balogun will continue to educate and graduate students who improve the lives of citizens both locally and globally. Congratulations Chicago State University College of Health Sciences today and best wishes for the future.

Beverley J. Anderson, PhD  
*Professor of Sociology and Former Provost and  
Vice President for Academic and Student Affairs*

### Deans

The Division of Continuing Education and Nontraditional Degree Programs congratulates the College of Health Sciences on its 40th anniversary. For over four decades, Chicago State University's community has benefitted from the quality-driven academic and health programs



overseen by this outstanding college. Likewise, our Division has enjoyed the collaborations undertaken by our two entities over the years. Our mutual projects have included workshops, seminars and projects involving environmental health, occupational therapy,

outreach nursing and certified paraprofessional training programs. Dean Joseph Balogun has provided excellent leadership during his productive tenure at the University. Correspondingly, he and his esteemed faculty and administrators have been instrumental in gaining national recognition for the college's research and academic accomplishments. Kudos to the College of Health Sciences for their achievements and longevity! May they continue to produce well prepared health educators and practitioners.

Dr. Cecilia Bowie  
*Former Dean, Division of Continuing Education and  
Nontraditional Degree Programs*



Richard Darga, PhD  
*Dean, Library and Instructional Services*

### Board of Trustees

Congratulations to The College of Health Sciences for making a difference in graduating health science professionals who are making a



contribution to the delivery of critical health care services to underserved communities locally, nationally and internationally. Without the leadership of the College, many communities would go without quality health services. We applaud the College for its continued success and excellence and for being ranked number one in Illinois for awarding baccalaureate degrees to African Americans in the field of nursing, health information administration, and occupational therapy.

Dr. Erma Brooks Williams  
*Associate to the President for the Board of Trustees  
and Governmental Relations*

## CHICAGO STATE UNIVERSITY CONTINUED

### College of Health Sciences Community Advisory Board

Congratulations to the College of Health Sciences on the 40th year anniversary of the establishment of the first health science program at Chicago State University. The vision to create the nursing program has clearly proven its worth over the past forty years. When this program was initiated there was only a dearth of persons of color who held the baccalaureate in nursing and other health care professions in Illinois and across the country. With the establishment of the nursing program the picture has changed drastically. Today, it is not unusual to see graduates from the College of Health Sciences holding positions of leadership in numerous health care areas in Illinois and across the nation. The College of Health Sciences is to be commended for a job well done during the past forty years. I am indeed honored to have played a part in the history of this great College. As the future continues to unfold for the College, it is gratifying to see the vision and leadership of the current Dean, Dr. Joseph Balogun. He is a distinguished professor in his own right who clearly has the acumen to continue the legacy of excellence and to take the College of Health Sciences to the next level. Again, I express my congratulations and best wishes for the future.

Dr. Berlean Burris  
*Dean Emeritus and College of Health Sciences  
Community Advisory Board Member*



### Provost

Dear Dean Balogun:

It gives me immense pleasure to personally congratulate you and the faculty for your contributions and unwavering dedication as we celebrate the 40th year of the establishment of the first health science degree program. Several successes and transformations have occurred in the College of Health Sciences during my tenure at the University. These reflections and observations are noteworthy.



During 1999, we met when you assumed your post as dean. Since that time, several new degree programs have been created, continuing accreditation has been maintained, millions of dollars in research and training grants have been acquired and the bar for academic excellence has been raised. You established lofty goals and exceeded each. Faculties developed innovative curricula and clinical experiences for students. As a result, graduates obtain a competitive edge in the changing health-care system in Chicago, and they are sought by top employers. Also, faculties continue their research interests – as evidenced by their many journal publications and the establishment of the HIV/AIDS Research and Policy Institute that was approved by the Illinois Board of Higher Education. Lastly, newly created international program collaborations will expand academic offerings to global communities. The long standing legacy of excellence in the College of Health Sciences gives us much to remember as we celebrate.

Again, I wish to thank you and the faculty for preparing our students to meet the current challenges and growing demands for health care. Your efforts to strive for perfection have gained the University national rank. I commend you for your leadership as dean, and I salute your faculty. As the College continues its journey, I wish you much success.

Sincerely,  
Sandra Westbrooks, PhD  
*Provost and Senior Vice President  
Academic Affairs*

## EXTERNAL WELL WISHERS

### Elected Officials

Dear Dean Balogun:  
I write to congratulate Chicago State University, as it celebrates the 40th year of the establishment of its first health science degree program. The college has become a gateway to the transformation of the lives of students from Illinois and beyond—particularly minority students—through access to high quality education and preparation necessary to succeed in an ever changing health care system. I join everyone in the Chicago land area in applauding you for a job well-done.

As the health care needs of the country and state grow, the graduation of over 2,000 health care professionals, who are making critical contributions to the economic development of Illinois and the nation, are commendable. I am indeed proud to acknowledge the contributions of the college to the diversification of the health care workforce in the state and nation.

On the service side, I commend the efforts of the students, faculty and staff of the college in leading the fight to ensure the health and wellness of the citizens of our State, particularly the research in HIV/AIDS prevention which you know is very close to my heart. I am proud to have been associated with the establishment and funding of the HIV/AIDS Research and Policy Institute which has done excellent work since its founding.



Once again, congratulations on achieving this milestone and keep up the good work. Please convey my warmest regards to all students, faculty, staff, administrators and alumni of the college.

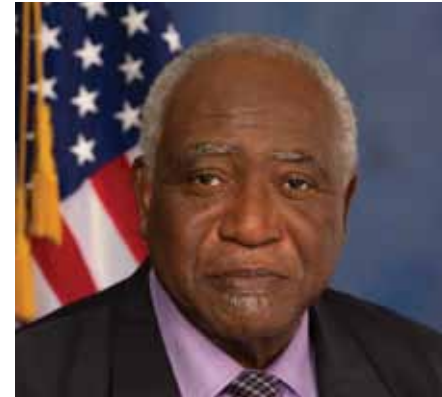
Very truly yours,  
Constance A. Howard  
State Representative—34th District of Illinois

Dear Dean Balogun:  
I am writing to express my deep felt appreciation for all of the important work of the College of Health Sciences and to express my congratulations to you and all of the staff of the College as it prepares to celebrate and commemorates its 40th year of the establishment of the first health science degree program at CSU. The college has become a gateway to the transformation of the lives of students from Illinois and beyond particularly minority students—through access to high quality education and preparation necessary to succeed in an ever changing health care system.

The college has come of age in the last forty years and is now a respected producer of minority health care professionals in the State and nation.

EXTERNAL WELL WISHERS CONTINUED

I am indeed proud to acknowledge the contributions of the college to the health care workforce in the state and nation. The graduation of over



2,000 health care professionals who are making critical contributions to the economic development of Illinois and the nation is commendable.

The ranking of the college as number one in Illinois for awarding baccalaureate degrees to African Americans in the field of

nursing, health information administration, and occupational therapy and 35th among over 6,000 health programs for educating African American care professionals could only have been achieved through the efforts of dedicated faculty, staff and administrators. I salute your efforts and contributions to the development of a diverse health care workforce in the state and nation.

Again, Congratulations and keep up this very important and critical work for our City and our Nation.

Sincerely,

Danny K. Davis

*Member of Congress*

Dear Dean Balogun:



I am delighted to applaud Chicago State University as it celebrates the 40th anniversary of its health science degree program. I join everyone in the Chicagoland area on thanking this institution for a job well-done.

As the country and world move from “brawn jobs” to “brain

jobs,” we will need vast numbers of entrepreneurs and workers who understand the principles and latest developments in science. I cannot thank the University enough for educating so many brilliant people in this field. Chicago State has truly provided a model that colleges across the globe can successfully follow.

Once again, congratulations on this magnificent milestone! Please send my warmest regards to all the department’s students, professors, and alumni.

Sincerely,

Jesse L. Jackson, Jr.

*Member of Congress*

Dear Friends,

It is with great pleasure that I congratulate the entire faculty and student body of the College of Health Sciences at Chicago State University as you celebrate the 40th year of the establishment of the first health science degree program. This celebration is a great testament to the educational commitment of Chicago State University and our great state of Illinois to providing every student with a chance at a successful future.



The College of Health Sciences has become a catalyst to the transformation of talented students from Illinois and across the country. It is the duty of such educational institutions to provide access for all students, regardless of economic standing. I commend CSU

for the successful educating of many minority students in Illinois. Since the inception of the first health discipline in 1971, over 2,000 young men and women have graduated to become young professionals in the health care industry, making critical contributions to the economic development of Illinois and the nation.

Once again, I would like to congratulate the College of Health Sciences and Chicago State University for this noteworthy accomplishment. As we work to rebuild the economy, I believe the single biggest investment we can make is in educating the American people. We are a better nation when everyone has an opportunity to succeed. I wish you all continued success and good luck with all your future endeavors. Sincerely,

Roland W. Burris

*Former United States Senator*

Dear Friends,

It gives me great pleasure to congratulate the Chicago State University (CSU) community on the 40th year of the establishment of the first health



science degree program. On this milestone occasion, you have an opportunity to showcase how this program has contributed to the field of nursing as a whole, and the state of Illinois in particular.

The exceptional Nursing Licensure Exam pass rate of CSU students is just one example of

CSU’s commitment to academic excellence. Due to your devotion to scholarship and your dedication to educating all students, regardless of race or economic status, CSU has played a major role in providing our community with qualified healthcare professionals.

I commend the Colleges of Health Sciences for preparing their students to become leaders in the professional environment, in addition to contributing to the delivery of health services in our multicultural community. CSU’s commitment to service in the Chicagoland community is evident in not only your student’s high rate of local employment, but also in the work of your HIV/AIDs Research Institute. I applaud your commitment to excellence in interdisciplinary education as well as innovative research and training in the field.

Again, I would like to extend my warmest wishes and congratulations for your dedication to the quality education of students from Illinois and beyond. Congratulations on all your work and achievements, and I wish you the best of luck in all your future endeavors.

Very truly yours,

Richard J. Durbin

*United States Senator*

# College Fact Sheet



The College of Health Sciences at Chicago State University (CSU) has become the gateway to the transformation of the lives of students from Illinois and beyond. Our role in providing access to many who have been excluded from the economic and educational mainstream of the society is also significant because our success is closely linked to the success of educating racial and ethnic minority students in Illinois.

Since the inception of the first health science discipline at CSU in 1971, we have graduated over 2,000 health care professionals (nurses, physical-and-occupational therapists, health information managers, dieticians, radiological technologists and community health educators). Our graduates are making critical contributions to the economic development of Illinois and the nation.

The College of Health Sciences is nationally recognized for its interdisciplinary education philosophy utilizing our innovative service learning approach. We currently offer undergraduate degree programs in nursing, occupational therapy, health information administration, pre-physical therapy and community health. In addition, we offer postbaccalureate certificate program in health information administration and Master of Occupational Therapy, Master of Public Health and Master of Science in Nursing degree programs. Our professional programs in nursing, health information administration and occupational therapy are fully accredited by their national professional associations.

Today, our nursing program has one of the highest pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In the last eight years, the average pass rate of our nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) was 90 percent, which surpassed the state (89 percent) and national (88 percent) norm averages. In 2011, our graduates NCLEX-RN score was 95%, which is significantly higher than the 88% state and national norms. The Illinois Department of Professional and Financial Regulations NCLEX-RN passing benchmark is 75%.

In 2010, our occupational therapy graduates had a pass rate of 82% on the national board examination, which tied the national norm of 82%.

The College of Health Sciences is ranked number one in Illinois for awarding baccalaureate degrees to African Americans in the field of nursing, health information administration, and occupational therapy (IBHE Data Bank, 2007/2008).

Nation-wide, we ranked 35th among over 6,000 health programs for educating African American health care professionals (Diversity in Higher Education, November, 2009). Over 90% of our graduates serve in the Chicago metropolitan area and continue to make vital contributions to the delivery of health care services in our community.

In another recent national survey our graduate program in occupational therapy program was ranked by the *World News and Report*.

Our HIV/AIDS Research Institute established in 2004 is currently recognized as a center of excellence for HIV behavioral research. Today, our faculty publishes their research in the most prestigious journals in their discipline.

In the last decade we have obtained over \$7 million in research and training grants and more than \$1.5 million of scholarships for students from governmental sources and foundations.

Program evaluation and assessment of student learning are critical values and practices embraced by our faculty. As a community of scholars, and as reflected in our College logo, we strive for academic excellence, sterling scholarship and service.

## ADMINISTRATION

### UNIVERSITY

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Dr. Sandra Westbrooks	Provost and Senior, Vice President for Academic Affairs
Glenn Meeks	Vice President, Administrative and Financial Affairs
Angela M. Henderson	Vice President, Enrollment Management
Patrick B. Cage	General Counsel, Labor and Legal Affairs
Vacant	Director, School of Graduate and Professional Studies
Dr. Joseph A. Balogun	Dean, College of Health Sciences
Dr. Sylvia Gist	Dean, College of Education
Dr. David Kanis	Interim Dean, College of Arts and Sciences
Dr. Richard Darga	Dean, Library and Instructional Services
Dr. Richard G. Milo	Dean, Honors College
Derrick Collins	Dean, College of Business
Dr. Mariam Mobley-Smith	Dean, College of Pharmacy
Nelly Maynard	Interim Dean, Continuing Education and Nontraditional Degree Programs
Katey Assem	Executive Director, CSU Foundation

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Betsy Hill	Trustee
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David Anderson	Student Trustee

### COLLEGE OF HEALTH SCIENCES

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Dr. Damon Arnold	Interim Assistant Dean
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Dr. Barbara Price	Chair, Department of Health Information Administration
Dr. Thomas Britt	Interim Chair, Department of Health Studies
Dr. Thomas Lyons	Director, HIV/AIDS Research and Policy Institute
Dr. Lisa Young	Director, Health/Wellness Center
Dr. Emmanuel Osunkoya,	MPH Faculty Advisor and Coordinator, Pre-Physical Therapy Program
Ivonne Anguh	Coordinator, Community Health Program
Tanya Sobosan	Academic Performance Coordinator
Sandra Fuller	Administrative Aide to the Dean

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## College of Health Sciences

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